

# UW Tacoma General Catalog

## (2020 – 2021 academic year)



The University of Washington Tacoma fosters a thriving and equitable society by educating diverse learners and expanding knowledge through partnership and collaboration with all our communities.

As an urban-serving university, we:

- Expand access to higher education in an environment where every student has the opportunity to succeed
- Foster scholarship, research and creativity to address the challenging problems of our time and place
- Partner and collaborate for common good
- Catalyze the economic and social vitality of the region

UW Tacoma is the anchor tenant in Tacoma's historic downtown warehouse district, across from Union Station, the Washington State History Museum, the Museum of Glass and the Tacoma Art Museum. The campus is part of a vibrant neighborhood, with street-level space on Pacific Avenue reserved for retail use.

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## Disclaimer

The University and its colleges and schools reserve the right to change the fees, the rules, and the calendar regulating admission and registration; the instruction in and the graduation from the University and its various divisions; and any other regulations affecting the student. The University also reserves the right to withdraw courses and programs at any time.

It is the University's expectation that all students follow University regulations and procedures as they are stated in the General Catalog. Appeals may be filed with the student's dean or with the Vice Chancellor for Student Affairs in non-academic matters. Students are expected to observe the standards of conduct contained in the Student Conduct Code ([WAC 478-120](#)).

Questions? Contact the [Office of the Registrar](#).

## **General Information**

### **Vision**

The University of Washington Tacoma fosters a thriving and equitable society by educating diverse learners and expanding knowledge through partnership and collaboration with all our communities.

### **Mission**

As an urban-serving university, we:

- Expand access to higher education in an environment where every student has the opportunity to succeed.
- Foster scholarship, research and creativity to address the challenging problems of our time.
- Partner and collaborate for common good.
- Catalyze the economic vitality of the region.

### **Degrees**

The University of Washington Tacoma confers the following degrees:

- Bachelor of Arts (BA)
  - American Studies
  - Arts, Media and Culture
  - Communications
  - Computer Science and Systems
  - Criminal Justice
  - Environmental Sustainability
  - Ethnic, Gender and Labor Studies
  - Healthcare Leadership
  - History
  - Interdisciplinary Arts and Sciences
  - Law and Policy
  - Politics, Philosophy and Economics
  - Psychology
  - Social Welfare
  - Spanish Language and Cultures
  - Sustainable Urban Development
  - Urban Studies
  - Writing Studies
- Bachelor of Arts in Business Administration (BABA)
- Bachelor of Science (BS)
  - Biomedical Sciences
  - Computer Engineering and Systems
  - Computer Science and Systems
  - Environmental Science
  - Information Technology and Systems
  - Mathematics
  - Urban Design
- Bachelor of Science in Electrical Engineering (BSEE)

- Bachelor of Science in Nursing (BSN)
- Master of Accounting (MAcc)
- Master of Arts Community Planning (MACP)
- Master of Arts in Interdisciplinary Studies (MAIS)
- Master of Business Administration (MBA)
- Master of Cybersecurity and Leadership (MCL)
- Master of Education (MEd)
- Master of Nursing (MN)
- Master of Science (MS)
  - Geospatial Technologies
- Master of Science in Business Analytics (MSBA)
- Master of Science in Computer Science and Systems (MSCSS)
- Master of Social Work (MSW)
- Doctor of Education (EdD)
  - Educational Leadership
- Doctor of Philosophy (PhD)
  - Computer Science and Systems

## About this catalog

The material in this catalog has been compiled and organized to provide the reader with a comprehensive view of the programs and courses at the University of Washington Tacoma. It includes academic requirements and procedures necessary for admission and graduation. Because UW Tacoma's programs and policies are rapidly evolving, changes will occur during the period this catalog is in circulation. Students should assume the responsibility to contact their advisors or program for the most current information. The registration website ([tacoma.uw.edu/register](http://tacoma.uw.edu/register)) gives information on courses offered, class hours and classroom locations and has the latest calendar dates, fees and details on registration. The content of this catalog is subject to change without notice and does not constitute an agreement between the University of Washington Tacoma and the student. The catalog is produced by the Office of the Registrar at the University of Washington Tacoma, Andrea Coker-Anderson, Registrar.

## Discrimination Policy

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

Any discriminatory action can be a cause for disciplinary action. Discrimination is prohibited by Presidential Executive Order 11246 as amended; Washington State Gubernatorial Executive Orders 89-01 and 93-07; Titles VI and VII of the Civil Rights Act of 1964; Washington State Law Against Discrimination RCW 49.60; Title IX of the Education Amendments of 1972; State of Washington Gender Equity in Higher Education Act of 1989; Sections 503 and 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Age Discrimination in Employment Act of 1967 as amended; Age Discrimination Act of 1975; Vietnam Era Veterans' Readjustment Act of 1972 as amended; other federal and state statutes, regulations; and university policy. Coordination of the compliance efforts of the University of Washington with respect to all of these laws and regulations is under the direction of the Director for Equal Opportunity and Affirmative Action, Lorre Allen, University of Washington Equal Opportunity Office, Box 351240, 442A Gerberding Hall, Seattle, WA 98195, 206-543-1830 or [eoaa@uw.edu](mailto:eoaa@uw.edu).

Additional information concerning the equal opportunity and affirmative action policies and procedures, including complaint procedures, is in the Operations Manual, D46.1, D46.2, D46.3 and D46.4, and the UW Handbook, Vol. IV, p. 44.

For information on reasonable accommodation for students with disabilities, call Disability Resources for Students, 253-692-4522 or 253-692-4413 (TTY) or [drs@uw.edu](mailto:drs@uw.edu).

## **Accreditation & Education Certificates**

### **Accreditation**

The University of Washington Tacoma is accredited as a unit of the University of Washington by the Northwest Commission on Colleges and Universities. Individual academic programs may have other accreditations as well (see individual program sections).

### **State Board of Education Certificates**

The University of Washington Tacoma is authorized by the State Board of Education to offer professional certificate programs in education for administrators and teachers. UW Tacoma prepares and recommends individuals for the following state certificates:

- Initial Teaching Certificate (K-8)
- Educational Administration Certificate (for principals and program administrators)

### **University of Washington Tacoma Officers of Administration**

- Mark A. Pagano, Chancellor
- Jill Purdy, Executive Vice Chancellor for Academic Affairs
- Mentha Hynes-Wilson, Vice Chancellor for Student Affairs
- Joshua Knudson, Vice Chancellor for Advancement
- James McShay, Vice Chancellor for Equity and Inclusion
- Patrick Pow, Vice Chancellor for Information Technology
- Joe Lawless, Chief Strategy Officer
- Ali Modarres, Assistant Chancellor for Community Engagement

### **University of Washington Officers of Administration**

- Ana Mari Cauce, President
- Mark Richards, Provost and Executive Vice President
- François Baneyx, Vice Provost of Innovation
- Cheryl A. Cameron, Vice Provost for Academic Personnel
- Lou Cariello, Vice President for Facilities
- Mary Gresch, Interim Senior Vice President for Advancement
- Sarah Norris Hall, Vice Provost for Planning & Budgeting
- Rickey Hall, Vice President for Minority Affairs and Diversity
- Randy Hodgins, Vice President for External Affairs
- Mindy Kornberg, Vice President for Human Resources
- Mary E. Lidstrom, Vice Provost for Research
- Brian McCartan, Vice President for Finance

- Dan Peterson, Vice President for Development
- Aaron Powell, Vice President for Information Technology
- Philip J. Reid, Vice Provost for Academic and Student Affairs
- Jeffrey Riedinger, Vice Provost for Global Affairs
- Paul Rucker, Vice President for Alumni & Stakeholder Engagement
- Denzil Suite, Vice President for Student Life
- Ed Taylor, Vice Provost for Undergraduate Academic Affairs
- Joy Williamson-Lott, Dean, Graduate School
- Lizabeth A. Wilson, Vice Provost for Digital Initiatives

## **University of Washington Board of Regents**

- William S. Ayer
- Joel Benoliel, Chair
- Joanne R. Harrell
- Jeremy Jaech
- Libby G. MacPhee
- Kristina Pogolian
- Constance W. Rice
- Rogelio Riojas, Vice Chair
- Blaine Tamaki
- David Zeeck

# Academic Calendar

Dates in this calendar are subject to change without notice.

## 2020-21 Academic Calendar Summary

	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
Instruction begins	Sept 30	Jan 4	Mar 29	June 21	June 21	July 22
Last day of instruction	Dec 11	Mar 12	June 4	Aug 20	July 21	Aug 20
Final exams	Dec 12-18	Mar 13-19	June 5-11	---	---	---
Grades available on MyUW	Dec 23	Mar 24	June 16	Aug 25	Aug 25	Aug 25
Quarter Breaks	Winter Break Dec 19- Jan 3	Spring Break Mar 20- 28	Summer Break June 12- 20	Autumn Break Aug 21- Sept 28	---	---
Commencement	—	—	June 11	—	—	—

## Registration Deadlines

	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
Registration Period I -- Priority registration for continuing students, veteran students and spouses receiving veteran benefits only	May 8- June 21	Nov 6- 22	Feb 12-28	Apr 12- May 19	Apr 12- May 19	Apr 12- May 19
Registration Period II -- Registration period opens at midnight Newly admitted and returning students	June 22- Sept 29	Nov 23- Jan 3	March 1-28	May 20- June 20	May 20- June 20	May 20- June 20
Late Registration Fee begins (\$25 fee) Late registration fee begins for students who have not yet registered	Sept 30	Jan 4	Mar 29	June 21	June 21	July 22
Registration Period III -- Registration period opens at midnight	Sept 30- Oct 6	Jan 4- 10	Mar 29-Apr 4	June 21- 27	June 21- 27	June 21- July 28

	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
All non-matriculated students and changes to schedules allowed						
Registration for Tuition Exempt Program - UW Faculty/Staff	Oct 2	Jan 6	Mar 31	June 23	June 23	June 23
Registration for Access Program students	Oct 2-15	Jan 6-20	Mar 31-Apr 13	June 23-July 7	June 23-July 7	June 23-July 7
Registration for Tuition Exempt Program - Washington State Employees	Oct 3	Jan 7	Apr 1	June 24	June 24	June 24
Last day to apply to graduate this quarter (Undergraduate students only)	Oct 16	Jan 22	Apr 16	July 9	July 9	July 9
Late Registration fee begins (\$75 fee) Late registration fee increases for students who have not yet registered	Oct 14	Jan 18	Apr 12	July 5	July 5	Aug 5

### Adding/Dropping Courses or Complete Withdrawal

	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
Last day to add, drop or change a course at the Office of the Registrar without being assessed a \$20 fee and possible tuition forfeiture.	Oct 6	Jan 8	Apr 2	June 25	June 25	July 28
Last day to withdraw from the quarter at the Office of the Registrar without owing tuition or fees	Oct 6	Jan 8	Apr 2	June 25	June 25	July 28
Last day to make changes to class schedule via MyUW without being assessed a \$20 Fee and possible tuition forfeiture	Oct 6	Jan 10	Apr 4	June 27	June 27	July 28



	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
Late Add Period \$20 fee per day for any registration transactions; course enrollment requests/entry code required to add all courses beginning...	Oct 7	Jan 11	Apr 5	June 28	June 28	June 28
Unrestricted Drop Period \$20 change-of-registration fee. Courses dropped will not be reflected on the transcript	Oct 7-13	Jan 11-17	Apr 5-11	June 28-July 4	—	—
Last day to change to or from audit grade option. A \$20 fee may be charged	Oct 13	Jan 17	Apr 11	July 2	June 25	July 28
Late Course Drop Period -- use of Current Quarter Drop required and \$20 fee is assessed	Oct 14-Nov 17	Jan 18-Mar 12	Apr 12-June 4	July 3-Aug 20	June 28-July 21	July 28-Aug 20
Last day to add a course through MyUW	Oct 20	Jan 24	Apr 18	July 11	June 27	July 28
Last day to change to or from S/NS grade option \$20 fee	Nov 17	Feb 21	May 16	Aug 8	July 11	Aug 11
Last day to change to variable credits (must be done in person at the Office of the Registrar)	Dec 11	Mar 12	June 4	Aug 13	July 14	Aug 13
Last day for graduate students to pay for On-Leave Status	Dec 11	Mar 12	June 4	—	—	—
Last day to withdraw (dropping all classes)	Dec 11	Mar 12	June 4	Aug 13	July 14	Aug 13

## Tuition/Fee Assessment Deadlines

	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
Tuition exemption forms due at the Office of the Registrar	Sept 16	Dec 21	Mar 15	June 7	June 7	June 7
First day tuition balance available on MyUW	Sept 1	Dec 31	Mar 25	June 17	June 17	June 17
Last day to enroll in the Tuition Installment Plan	Oct 2	Jan 8	Apr 2	June 25	June 25	June 25
One-half tuition due if withdrawing for the quarter during this period	Oct 7-29	Jan 11-Feb 2	Apr 5-27	June 28-July 11	June 28-July 11	July 28-Aug 11
Tuition payment is due for all registered students	Oct 16	Jan 22	Apr 16	July 9	July 9	July 9
Late Payment Period begins (requires a Late-payment Fee)	Oct 19	Jan 25	Apr 19	July 12	July 12	July 12
Full tuition due if withdrawing for the quarter on or after this date	Oct 30	Feb 3	Apr 28	July 12	July 12	Aug 12

### UPASS Activation Dates/Payment Due Dates

	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
Deadline to register for classes to ensure advance UPASS activation	Sept 21	Dec 21	Mar 19	June 12	June 12	June 12
Advance UPASS activation for students registered by deadline	Sept 23	Dec 23	Mar 22	June 14	June 14	June 14
UPASS activation for students registered after deadline	2 days after registration					
Deadline to pay UPASS fee through Student Fiscal Services	Oct 16	Jan 23	Apr 16	July 9	July 9	July 9

	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
Deadline to finalize activation by tapping UPASS on transit	Nov 18	Feb 28	May 17	Aug 10	Aug 10	Aug 10
Last day to register for upcoming quarter to keep continuous service	Dec 21	Mar 19	June 12	Sept 6	Sept 6	Sept 6
UPASS deactivation for students not registered for upcoming quarter	Dec 22	Mar 21	June 13	Sept 7	Sept 7	Sept 7

## Grade Deadlines

	Autumn 2020	Winter 2021	Spring 2021	Summer 2021  Full Term	Summer 2021  A Term	Summer 2021  B Term
W grade and week designation for dropped courses begins (summer quarter not included in week designation)	Oct 14	Jan 18	Apr 12	July 5	June 28	July 28
Grades due from faculty at 5:00 pm via Gradebook/GradePage	Dec 22	Mar 23	June 15	Aug 24	Aug 24	Aug 24
First day grades are posted to transcript and GPAs are available on MyUW	Dec 23	Mar 24	June 16	Aug 25	Aug 25	Aug 25
Cancellation for Low Scholarship for the next quarter	Dec 28	Mar 26	June 18	Sept 24	Sept 24	Sept 24

## University Holidays

Classes are not in session on the following holidays. All offices and most University buildings are also closed. For Washington's holiday and observance calendar, please review the Washington State Council of Presidents [Holiday and Observance Calendar](#).

# Admissions

## Undergraduate Admissions

The University of Washington Tacoma considers each applicant as they apply based upon their own merits, course work and documents. Our admission process is both competitive and holistic, giving each applicant an opportunity for a comprehensive and individual review. Applicants who apply early have the best chance for full university and program consideration.

### Disclosure

Applicants are required to disclose their full academic history and provide the university with official transcripts and other official documents that support their application for admission. When applying to the University of Washington Tacoma, applicants acknowledge with their signature that failure to disclose and submit official transcripts from all schools, colleges, or universities attended and to disclose and submit complete and accurate information may result in denial of admission or dismissal from the University of Washington. Admission to UW Tacoma is only available for the quarter offered.

For information about application deadlines:

- Freshman application deadlines: <https://www.tacoma.uw.edu/admissions/freshman-admission-requirements>
- Transfer application deadlines: <https://www.tacoma.uw.edu/admissions/important-dates-transfer-students>
- Graduate application deadlines: <https://www.tacoma.uw.edu/admissions/application-dates-graduate-students>

## Freshman Admission Requirements

### College Academic Distribution Requirements (CADRs)

Students are required to complete a minimum level of preparation in six subject areas in high school. More information about each of these requirements is available online at [tacoma.uw.edu/cadrs](https://www.tacoma.uw.edu/cadrs).

### Minimum CADRs

SUBJECT	REQUIREMENT
English	4 credits
Mathematics	3 credits*
Social studies	3 credits
World language	2 credits
Lab Science	2 credits**

SUBJECT	REQUIREMENT
Fine, visual, performing arts	0.5 credits
Academic electives	0.5 credits

*\*All applicants must complete either three years of high school mathematics through intermediate (second-year) algebra or complete intermediate algebra or higher in college with a 2.0 grade or better.*

*Note: During the senior year of high school, students must also earn a credit in a math-based quantitative course. This may be met through enrollment in one of the three required math courses listed; or by completing a math-based quantitative course like statistics, applied math or an algebra-based science course. The senior-year math requirement does not mean a fourth credit of math is required.*

*Exception: Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus).*

*\*\*One lab science credit must be an algebraic-based science. Note: 3 credits for students entering college in autumn 2021.*

## Using College Course Work to Complete CADRs

Almost all applicants will have satisfied these requirements through high school course work, which is generally defined as that completed in grades 9-12. However, there are several ways to satisfy CADRs at the college level. In general, five quarter credits (or three semester credits) at the college level equals one credit of high-school study. If you completed a portion of these requirements in high school, you can pick up in college where you left off in high school. For example, if you completed three credits of English in high school, you can use one college English composition or literature course to bring your total to four credits. For details, please see [tacoma.uw.edu/cadrs](http://tacoma.uw.edu/cadrs).

## Test Scores

Scores from the SAT or ACT Plus Writing are *optional for general undergraduate admission\**. Test scores are valid only if they are sent directly from the testing agency to the UW. Test scores reported on high school transcripts are not considered official.

- Scholastic Assessment Test (SAT I) — UW Tacoma Institutional Code: 4445
- American College Test (ACT) — UW Tacoma Institutional Code: 4493

*\*Official scores are still required for homeschool work and for those who are using SAT/ACT scores to meet ELP.*

## Grading Restrictions

To satisfy the college academic distribution requirements, a passing grade, including a D, is acceptable in either high school or college work for most courses. Intermediate algebra taken at the college level must be completed with a C (2.0) or better.

If you are completing CADRs through college course work, you are strongly encouraged to take courses for a letter/numerical grade, because you may later want to apply this course work towards requirements, for which grading restrictions pertain.

## **UW World Language/Language of Admission Credit Restrictions**

**High School World Language:** UW students who completed two or more years of world language are not allowed to earn UW credit for the first quarter college language course. For example, a student who has earned two years of Russian in high school is not eligible to apply credit earned in RUSS 101 towards their degree.

**Native Language:** UW students who meet the classification for native language speaker (i.e., attends school in a non-English speaking country grades 1-7) are not eligible for college level course work through the 200 level.

## **Submitting Transcripts If You Were Home-Schooled**

An official home-school transcript is required for all home-schooled coursework. For each subject, the transcript must include:

- Course title
- Duration of study
- Short description of course content
- Grade for performance (or comparable qualitative assessment)

To be considered official, the home-school transcript must be signed by the teacher of record; this may be a parent.

Official transcripts are also required for any coursework completed at other high schools or regionally accredited colleges.

Home-schooled students are required to provide official test scores for all courses met through home-school work.

## **Submission of Final High School Transcript**

Newly admitted freshmen are required to submit their official final high school transcript no later than July 1. Failure to successfully complete course work reported in the application for admission or dramatic changes in reported GPA could cause your offer of admission to be revoked.

## **Transfer Admission Requirements**

Students who have attended college or university after graduating from high school may be admitted to the University of Washington Tacoma as transfer students. Applicants who have completed 40 or fewer transferable academic college-level credits are required to submit their high school transcripts to meet the minimum [CADR](#). Official test scores are required for homeschool work and for those who are using SAT/ACT scores to meet ELP. The minimum cumulative grade point average for all college course work must be at least 2.0 for admission consideration. Additional university requirements are outlined below.

Transfer students may apply to a [school](#) at the same time they apply to the university or at a later quarter. Note that not all majors admit for all quarters and some are capacity constrained. Whenever students choose to apply to a school or program, they must meet the program's application deadline and admission requirements. Admission to some programs is selective and not all qualified students will be accepted.

**Note:** *Transfer applicants who have fulfilled either the intermediate algebra or the world language requirement while in high school **are required** to submit an official high school transcript at the time of application.*

## General University Admission Requirements

### World Language

The World Language requirement is satisfied when a student has completed two years of the same World Language through level 102 (or in high school). The study must be devoted to a single World Language and must be in sequence, with no repetition of any prior term of study. Any foreign or World Language other than English that has been formally studied may be used to satisfy this requirement, including languages no longer spoken, such as Latin and ancient Greek. American Sign Language (AMESLAN) will also meet this requirement. The World Language requirement will be considered satisfied if you had instruction outside of the United States through the seventh grade in school(s) where English was not the language of instruction or in countries other than, Australia, Canada, Ireland, New Zealand, the U.K.

It is possible for transfer students with a World Language deficiency to be admitted to the University with the special permission of the University Admissions Committee. According to University policy, these "provisionally admitted" students are responsible for removing the World Language deficiency as soon as possible after enrolling. **A student will not be allowed to graduate without having satisfied this requirement.**

### UW World Language/Language of Admission Credit Restrictions

**High School World Language** – UW students who completed two or more years of world language are *not* allowed to earn UW credit for the first quarter college language course. For example, a student who has earned two years of Russian in high school is not eligible to apply credit earned in RUSS 101 towards their degree.

**Native Language** – UW students who meet the classification for native language speaker (i.e. attends school in non-English speaking country grades 1-7) are **not eligible** for college level course work through the 200 level.

### Mathematics

All applicants must complete either three years of high school mathematics including Algebra 1, Geometry, and Algebra 2 through Intermediate (second-year) Algebra or complete Intermediate Algebra or higher in college with a 2.0 grade or better. Higher-level mathematics, specifically Pre-Calculus, Calculus or Business Calculus will also fulfill this requirement; courses in Philosophy, Statistics, or Computer Science do not meet this requirement. See details on the Admissions website: <https://www.tacoma.uw.edu/admissions/college-academic-distribution-requirements-cadrs>

## English Language Proficiency

All Undergraduate applicants to the University of Washington Tacoma, for whom English is a non-native language, must provide proof of English language proficiency. This includes international applicants and domestic applicants whose first language is not English or who completed primary and secondary education outside of the U.S.

Applicants can fulfill the English language proficiency requirement in one of four ways:

### 1. Submit official TOEFL or IELTS scores.

At or above the following minimum scores:

TEST	MINIMUM SCORE
<a href="#">Test of English as a Foreign Language (TOEFL)</a> (Internet-based)	83
TOEFL (paper-based)	558
TOEFL (computer-based)	220
<a href="#">International English Language Testing System (IELTS-academic only)</a>	6.5

The **Undergraduate** TOEFL institution code for UW Tacoma is **9965**.

For **Graduate** students, the TOEFL institution code is **4854**.

### 2. Submit official SAT or ACT scores.

At or above the following minimum scores:

TEST	MINIMUM SCORE
SAT: <b>Old Test</b> : Critical Reading (SAT CR) or Writing (SAT W)	500
SAT: <b>New Test</b> : Evidence based Reading & Writing (ERW)	560
ACT: English score	22

[Scholastic Assessment Test \(SAT\)](#) - UW Tacoma Institutional Code: 4445

[American College Test \(ACT\)](#) - UW Tacoma Institutional Code: 4493

### 3. Transfer students can fulfill the English proficiency required based on classes

If **ALL** of the following apply:

- Enter as a transfer student at UW Tacoma with at least 30 transferable college-level credits from another accredited U.S. higher education institution;



- Earned a 2.75 or higher overall grade point average (GPA) in transfer coursework; **AND**
- Completed two college-level English Composition classes with a grade of 3.0 or higher in each course.

#### **4. Successful completion of University of Washington Intensive English Program**

- Achieved a minimum grade of 80 percent for each upper-division academic preparation course; **AND**
- Obtained recommendation from the senior director of the UW International and English Language Programs.

#### **Exceptions:**

- International students whose primary and secondary education took place in Australia, Canada, Ireland, New Zealand, the United Kingdom or the United States are exempt from this requirement. Students who were born in one of these countries but were educated elsewhere are still required to satisfy the English proficiency requirement.
- The university reserves the right to request TOEFL or IELTS scores in cases where the admissions office determines that more information regarding an applicant's English language proficiency is needed.
- These are pre-major requirements and academic departments may have additional requirements. Applicants are strongly encouraged to review the admissions requirements for their chosen major.

### **Guaranteed Admission through the Direct Transfer Agreement (DTA)**

UW Tacoma guarantees general admission to Washington state residents who earn an approved transfer degree at a Washington state community college with at least a 2.75 GPA and meet admission requirements. To qualify for guaranteed admission, students must meet all of the following criteria prior to the quarter of application:

- Complete the transfer application by the application deadline for the quarter. Eligible students who apply after the application deadline will be admitted on a space-available basis until transfer admission is closed for the quarter. In the event that space is not available, students eligible for Guaranteed Admission may be admitted for a future quarter as designated by the Office of Admissions.
- Earn an approved transfer degree, as determined by UW Tacoma's Office of Admissions, at a Washington state community college.
- Have a cumulative 2.75 GPA or better in all transferable academic course work (at all colleges attended).
- Transfer directly from a Washington state community college.
- Be a Washington state resident.
- Meet the Intermediate Algebra/Math CADR requirement.
- Meet the World Language Requirement.

The Direct Transfer Agreement (DTA) ensures admission only to pre-major status and does not promise admission to any school or program nor to any particular major within the university. Additional program or university requirements must be met for completion of a baccalaureate degree. Students are responsible for checking specific [school requirements](#).

You may apply to a school or program at the same time you apply to the university or in a later quarter. Whenever you choose to apply to a school or program, you must meet the program's application deadline and admission requirements. Admission to some programs is selective and not all qualified students will be accepted.

## **Undergraduate Transfer Credit Policy**

To students pursuing a first bachelor's degree, UW Tacoma awards transfer credit two weeks after the New Student Enrollment and Orientation Fee (NSEOF) is paid and according to the guidelines listed below. It reserves the right to accept or reject credits earned at other institutions of higher education. In general, it is university policy to accept credits earned at institutions fully accredited by the regional accrediting association provided that such credits have been earned through university-level courses (see exceptions below) and are appropriate to the student's degree program.

For courses taken at a Washington state community college, UW Tacoma follows the list of transferable courses published in the [UW Equivalency Guide for Washington Community and Technical Colleges](#).

### **Notable Restrictions on Transfer Credit**

#### **Lower-division college credit**

Two weeks after an accepted student has paid the New Student Enrollment and Orientation Fee (NSEOF), a maximum of 90 lower-division (100- or 200-level courses) quarter credits can be awarded toward the student's degree. Depending on the degree program, students may be allowed to petition the academic program for additional lower-division credit. Under no circumstances will students be awarded in excess of 135 lower-division credits. Some transfer courses labeled 100 and above are not actually college-level and will not be accepted for credit (e.g. Math 100 is developmental math on many campuses).

Upper-division credits (300- or 400-level courses) from other four-year institutions may apply to some program requirements. For some programs, there is a seven-year limit on upper-division transfer credits that are applied toward required core or concentration courses. Please consult with an advisor for details.

#### **Other Notable Restrictions Include:**

##### **UW Extension distance learning**

If permitted by the degree program, up to 90 credits earned in correspondence courses offered by the Distance Learning division of UW Extension may be applied toward a UW degree. However, 45 of the student's final 60 credits must be taken in residence at UW Tacoma to meet the [final-year residency requirement](#).

##### **Extension credit**

No more than 45 credits earned as extension credit from other schools may be applied toward a UW degree. Military credit and CLEP, discussed below, is included in the 45-extension credit limit.

##### **Military/ROTC credit**

Credits earned in Armed Forces Training Schools (AFTS) and through USAFI and DANTES may not exceed 30 and are included in the 45-extension credit limit. Official transcripts or DD-214 or DD-295 forms must be submitted. Scores received in such course work are not included in the transfer GPA.

## **Foreign Language Courses**

Students who have completed two or more years of high school foreign language receive no college credit for an entry-level course (e.g., French 101) in the same language when that course is completed after matriculation at the University. Transfer students who complete such a course before matriculation at UW Tacoma are eligible to receive transfer credit.

## **Native Language**

First-year (elementary) or second-year (intermediate) foreign language credit is not granted either by examination or by course completion in a student's native language. "Native Language" is defined as education completed through the seventh grade in school(s) where English was not the language of instruction or in countries other than Australia, Canada, Ireland, New Zealand, the U.K. and the U.S.

## **Out-of-Sequence Courses**

Credit is not awarded for prerequisite courses completed after a more advanced-level course has been completed. For example, students will not be awarded credit for Spanish 102 if it was taken after Spanish 103.

## **Overlapping Course Content**

If an academic department considers two of its courses to have overlapping content, credit will be awarded for only one. Restrictions of this kind are noted in the catalog or department web pages.

## **Physical Education**

No more than 3-quarter credits will be allowed for physical education activity courses.

## **Restricted Courses**

A maximum of 15 transfer credits will be awarded for a wide range of college-level courses that are vocational-technical, rather than academic, in content (e.g., bookkeeping, electronics, physical therapy technician). These credits may apply only to the elective component of a baccalaureate degree and are not included in the transfer GPA.

## **College-Level Examination Program (CLEP)**

The College-Level Examination Program (CLEP) is a nationwide program that allows students to earn college credit by examination.

The academic programs have authorized the use of these examinations and determined the scores necessary to receive college credit. CLEP examination equivalencies are determined by UW Tacoma faculty and course credit is available in a wide range of lower-division courses.

CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. The amount of credit usually equals the amount of credit earned by someone successfully completing the course.

You can receive credit for CLEP tests after we receive your official CLEP transcript and credit is awarded based on the type of test and score earned. No more than 45 total quarter credits (including all other extension and military credits) is allowed. CLEP credits count toward graduation but do not count as final-year residence.

NOTE: Under UW policy, no more than 45 total credits can be earned through CLEP or other extension credit. Extension credits include distance learning, Advance Placement and International Baccalaureate credit, credit by exam, College in the High School, Armed Forces Training School credit, and UW courses taken by students on drop status. The University allows a maximum of 90 credits of lower division transfer coursework to be applied toward a UW degree.

### **Courses Receiving No Credit**

Courses receiving no transfer credit include (but are not limited to):

- Courses below college level (usually numbered below 100)
- Repeated or duplicate courses
- Course work taken at an institution that is not accredited by the regional association
- Courses that provide instruction in a particular religious doctrine
- Mathematics courses considered below college level, including basic math, business math, beginning and intermediate algebra
- Courses offered for non-credit continuing education units
- Remedial English (e.g., reading, vocabulary development, grammar, speed reading, or any courses that are preparatory to an institution's first English composition course)
- Courses providing instruction in English as a Second Language (100-level or above)
- Remedial courses in any academic discipline

### **Applicability of Transfer Credit to Degree Requirements**

The Office of the Registrar has the authority to make decisions approving transfer courses to fulfill university degree requirements based on the recommendations of the faculty. The individual academic program offices have the authority to determine application of transfer credits to fulfill major requirements.

By the first quarter of enrollment, a student should [meet with their academic advisor](#) for academic planning.

### **Quarter vs. Semester Credits**

Colleges and universities that operate on a semester system award *semester credit*. The University of Washington Tacoma awards *quarter credit*. One semester credit is equivalent to 1.5 quarter credits; one three-semester-credit course is equivalent to 4.5 quarter credits. Sixty semester credits are equivalent to 90 quarter credits.

## Transfer GPA

In calculating the transfer GPA, the following guidelines apply:

- Grades from all transferable academic courses attempted, from all accredited colleges the student has attended, in which the student has received grades between 0.0 and 4.0 on a 4.0 grading scale are included in the calculation.
- To protect the students' investment of educational effort and the value of the degree, UW Tacoma will not award credit for courses that repeat work done elsewhere. It is the responsibility of students who have earned credit at other colleges to determine whether courses they plan to take at UW Tacoma would duplicate any previously earned credit. Duplicate credit will not be awarded for courses that are equivalent to courses previously passed. Students who are in doubt should consult an advisor before registering for a UW Tacoma course.
- All transferable academic credit from two-year and four-year colleges is included in the calculation, even if it exceeds the 90 credits awarded.
- Transfer course work completed after a student matriculates must be graded on a numerical or letter-grade basis.

The following are **not** included in the transfer GPA:

- Courses considered by UW Tacoma to be below college level
- Math courses equivalent to MATH 098 (formerly MATH 101 Intermediate Algebra)
- Certain religion courses that teach from a particular doctrinal perspective or that teach preparation for the ministry
- Developmental or remedial courses
- Courses in study skills
- English as a Second Language courses
- Vocational/technical courses
- Courses recorded with a grade of Incomplete
- Courses recorded with a grade of Pass or Satisfactory
- P.E. activity credits in excess of 3 quarter credits

## Post-Baccalaureate Students

Post-baccalaureate students are those who have completed one or more bachelor's degrees and are working toward another bachelor's degree or completing prerequisite courses for a graduate program. Post-baccalaureate is a matriculated status at the University of Washington Tacoma. The Office of Admissions does not award transfer credit to post-baccalaureate students. Any application of a student's previous course work toward graduation requirements will be determined by program faculty and academic advisors.

## International Student Admissions

Students who require a student visa (F-1 or J-1) to study in the U.S. are considered international students for admission to UW Tacoma.

A student should apply as a **freshman** if either of the following statements describe them:

- Plan to enter UW Tacoma immediately after earning a high school diploma.
- Have never attended college since leaving high school (regardless of age or whether they ever graduated).

A student should apply as a **transfer student** if the following is true:

- You are consider a transfer applicant if you have attended a college or university after high school graduation (summer excluded), but has not yet earned a bachelor's degree. (Students who have already earned a bachelor's degree should apply as a post-baccalaureate student.)
- Transfer applicants [may apply directly to a major program, or may apply as undeclared or pre-major](#), depending on the number of credits earned at the time of application and eligibility.

Once you are admitted, you will also need to provide proof of financial resources in order to qualify for your [I-20 for F-1 student visa status](#).

## Applying as a Freshman International Student

### Requirements for International Students

Freshmen are currently admitted for autumn and winter quarters only.

**To complete the international freshman student application process, the following should be submitted:**

- **Application for freshman admission**

A complete University of Washington Tacoma application for international freshman admission should be submitted, along with the nonrefundable US\$75 application fee. The application is online and the fee can be paid with a credit or debit card or an electronic check.

- **Transcripts**

Obtain an official copy of your academic record first and then upload it with your application as instructed in the application. Transcripts must be original or copies stamped as official by the school and must include an official English translation. Official copies of the documents in a sealed envelope will be required for all admitted students. Transcripts should be submitted from all schools attended, both in the U.S. and outside the U.S. Students who are still enrolled in secondary school should submit transcripts that include grades/marks received in the 9th, 10th, and 11th years. U.S. high school transcripts with international coursework transcribed/transferred will not be accepted in lieu of international high school documents.

If you have attended a college, university or post-secondary school outside of the U.S., we will need official transcripts from that school, along with a word-for-word, literal, English translation if the transcript is not in English. If we are not able to accurately evaluate those transcripts, we

reserve the right to require a course-by-course evaluation from a [NACES approved](#) educational credentialing service such as [WES](#) or [FIS](#).

- **English proficiency exam scores**

All applicants must submit proof of meeting the English proficiency requirement. [See the information regarding the minimum English proficiency standards](#). Test scores, such as TOEFL or IELTS test results, must be sent directly from the testing agency to the university; unofficial reports or photocopies will not be accepted.

## **Applying as a Transfer International Student**

### **Requirements for International Students**

International students can be admitted as transfer students in any quarter for which the university is accepting transfer applications. Students can apply to a major, or can apply as an undeclared pre-major student. Note that not all majors admit for all quarters. Please consult the academic school websites for further information.

**To complete the international transfer student application process, submit the following:**

- **Application for transfer admission**

A complete University of Washington Tacoma application for international transfer admission should be submitted, along with the nonrefundable US\$75 application fee. The application is online and the fee can be paid with a credit or debit card or an electronic check.

- **Official Transcripts**

Official transcripts must be received from all schools attended, both in the U.S. and outside the U.S., along with an official translation if the transcript is not in English. Credentials must be [official documents](#) or photocopies stamped as certified-true copies by school officials or other educational authorities. Official documents must be in an envelope sealed by school officials or other educational authorities.

High school transcripts are not required for transfer applicants who have completed 40 transferable credits or more at the college or university level at the time of application.

Intermediate Algebra with a minimum grade of 2.0 (in either high school or college) is required. See the [Transfer Admission Requirements](#) for more details.

If we are not able to accurately evaluate those transcripts, we reserve the right to require a course-by-course evaluation from a [NACES approved](#) educational credentialing service such as [WES](#) or [FIS](#).

- **English proficiency exam scores**

All applicants must submit proof of meeting the English proficiency requirement a quarter prior to their intended enrollment. **See the chart on the next page regarding the minimum score requirements.** Test scores, such as TOEFL or IELTS test results, must be sent directly from the testing agency to the university; unofficial reports or photocopies will not be accepted.

- **Departmental requirements**

Academic departments may have supplemental materials or admissions requirements beyond those listed above for students who are applying for direct admission to a major. Students should check with the [program offices](#) for the most current information.

## English Proficiency for International Undergraduate Students

All undergraduate applicants to the University of Washington Tacoma for whom English is a non-native language must provide proof of English language proficiency. This includes international applicants and domestic applicants whose first language is not English or who completed primary and secondary education outside of the U.S.

Applicants can fulfill the English language proficiency requirement in one of four ways:

1. **Submit official TOEFL or IELTS scores**

At or above the following minimum scores:

TEST	MINIMUM SCORE
<a href="#">Test of English as a Foreign Language (TOEFL)</a> (Internet-based)	83
TOEFL (paper-based)	558
TOEFL (computer-based)	220
<a href="#">International English Language Testing System (IELTS-academic only)</a>	6.5

The **Undergraduate** TOEFL institution code for UW Tacoma is **9965**.

For **Graduate** students the TOEFL institution code is **4854**.

2. **Submit official SAT or ACT scores**

At or above the following minimum scores:

TEST	MINIMUM SCORE
SAT: <b>Old Test:</b> Critical Reading (SAT CR) or Writing (SAT W)	500
SAT: <b>New Test:</b> Evidence based Reading & Writing (ERW)	560
ACT: English score	22



- [Scholastic Assessment Test \(SAT\)](#) - UW Tacoma Institutional Code: **4445**
- [American College Test \(ACT\)](#) - UW Tacoma Institutional Code: **4493**

### 3. Transfer students can fulfill the English proficiency requirement based on classes

If **ALL** of the following apply:

- Enter as a transfer student at UW Tacoma with at least 30 transferable college-level credits from another accredited U.S. higher education institution;
- Earned a 2.75 or higher overall grade point average (GPA) in transfer coursework; AND
- Completed two college-level English composition classes with a grade of 3.0 or higher in each course.

### 4. Successful completion of University of Washington Intensive English Program:

- Achieved a minimum grade of 80 percent for each upper-division academic preparation course; **AND**
- Obtained recommendation from the senior director of the UW International and English Language Programs.

#### **Exceptions:**

- International students whose primary and secondary education took place in Australia, Canada, Ireland, New Zealand, the United Kingdom or the United States are exempt from this requirement. Students who were born in one of these countries but were educated elsewhere are still required to satisfy the English proficiency requirement.
- The university reserves the right to request TOEFL or IELTS scores in cases where the admissions office determines that more information regarding an applicant's English language proficiency is needed.
- These are pre-major requirements and academic departments may have additional requirements. Applicants are strongly encouraged to [review the admissions requirements for their chosen major](#).

## Applying as a Graduate International Student

Not all UW Tacoma graduate programs can accept international applicants. For more information on international graduate admissions, please [contact the graduate advisor](#) for the academic program.

## English Proficiency for International Graduate Students

### **Memo 15: Conditions of Appointment for TAs who are not Native Speakers of English (1)**

As stated in Section 3 of [Executive Order 28](#) and [Graduate School Memo 14](#), the University expects that newly appointed Teaching Assistants (TAs) receive appropriate training, supervision and support. Graduate students who are not native speakers of English may be appointed as TAs with teaching duties if they fulfill the following three requirements:

#### **1. Meet the general English language proficiency requirement**

Before receiving a graduate appointment with teaching duties<sup>ii</sup>, graduate students who are not native

speakers of English<sup>i</sup> must satisfy the general English language proficiency requirement as stated in [Graduate School Memo 8](#).

**2. Meet the additional spoken English language proficiency requirement.**

Before receiving a graduate appointment with teaching duties, graduate students who are not native speakers of English<sup>i</sup> must satisfy the spoken English language proficiency requirement in one of the four following ways:

- Hold a bachelor's degree from a regionally accredited institution in the United States, or hold a bachelor's degree from an institution in Australia, the Bahamas, Canada, Ireland, Jamaica, Kenya, New Zealand, Singapore, Trinidad and Tobago, or the United Kingdom, where English is the medium of instruction. While enrolled at the degree-granting school, the student must be in residence on campus. (Note: A master's degree does not satisfy this requirement).
- Demonstrate spoken English proficiency with a test score on file at the University of Washington of at least:
  - 26 on the speaking section of the [TOEFL-iBT](#)
  - 7.0 on the speaking section of the [IELTS](#)<sup>iii</sup>
  - 65 on the [Versant English Test](#) administered at the University of Washington
- Pass an appeal interview. If a student has one of the scores below on file with the University of Washington, a graduate program can submit an [online request](#) for an appeal interview.
  - 23-25 on the speaking section of the TOEFL-iBT
  - 6.0-6.9 on the speaking section of the IELTS<sup>iii</sup>
  - 56-64 on the [Versant English Test](#) administered at the University of Washington
  - Note: students who have not satisfied the general English proficiency requirements as stated in [Graduate Memo 8](#) are NOT eligible for an appeal interview.
- Pass [English 105](#). This course is designed specifically for International Teaching Assistants (ITAs) and is offered by UW's Academic English Program (AEP). While a student is completing English language proficiency requirements, that student can be assigned teaching duties that do not include direct interaction with students. Such duties can include, but are not limited to, grading, setting up labs, preparing instructional materials, running equipment in classrooms.

**3. Participate in the International Teaching Assistant Program at the Center for Teaching and Learning.**

TAs who are not native speakers of English<sup>i</sup> and do not hold a bachelor's degree from a regionally accredited institution in the United States are required to participate in [the International TA Program](#) at the [Center for Teaching and Learning \(CTL\)](#).

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<sup>i</sup> As indicated on the Applicant Profile.

<sup>ii</sup> Teaching duties” are defined as direct interactions with students for instructional issues. Examples include:

- Holding office hours
- Reviewing test or paper scores with students
- Working with students one-to-one in study centers, such as writing, mathematics, chemistry, etc.
- Tutoring
- Conducting labs
- Leading discussions
- Helping students solve problem sets
- Commenting on studio work

- Lecturing

iii Many UW graduate programs do not accept IELTS test scores. Please check the programs' websites prior to scheduling a test exam to ensure your IELTS scores will be considered. The Graduate School is phasing out the usage of IELTS and will not accept scores with a test session date after May 31, 2017.

## **After Admission for International Students**

Once an international student has been admitted and provided final transcripts, the student must show proof of financial resources in order to be issued the I-20 or DS-2019 document necessary to obtain an F-1 or J-1 student visa. Students should work closely with the International Student & Scholar Services office after they have been admitted to UW Tacoma for information regarding this and other visa-related requirements.

Visit the ISSS website for further information at [tacoma.uw.edu/issss](http://tacoma.uw.edu/issss), or call 253-692-4762.

## **Graduate Admissions**

Graduate admission is handled by the individual academic programs and processed through the UW Graduate School. Requirements vary by academic program, but all applicants must hold an undergraduate degree with a cumulative GPA of 3.0.

Applicants must simultaneously be admitted to the UW Graduate School and an academic program at UW Tacoma. For detailed graduate admissions information, see the individual graduate school sections.

## **About Dual Enrollment**

The University of Washington Tacoma has partnered with Tacoma Community College to offer a Dual Enrollment program. Students can attend both schools at once, and it is easy to gain access to a wide variety of degree and certificate programs.

On campuses just six miles apart, students will benefit from coordinated advising to help them make the best choices to meet their educational goals. Students enjoy a seamless transition between lower- and upper-division course work on the path to earning their bachelor's degrees.

The dual enrollment program allows eligible Tacoma Community College students to take up to 25 credits at the University of Washington Tacoma before submitting a complete UW Tacoma application. To be eligible, you must first complete 15 transferable, college-level credits at TCC with a 2.75 GPA or higher and complete a college-level English composition course with a grade of 2.0 or higher.

Current UW Tacoma students who wish to take a course at TCC may also participate in the dual enrollment program.

For more information go to [tacoma.uw.edu/dual-enrollment](http://tacoma.uw.edu/dual-enrollment) or call the Dual Enrollment advisor at 253-692-4645 or 253-460-4468.

## Auditing Classes

An individual who wishes only to audit university courses should apply as a non-matriculated student. Attendance in courses as an auditor is by consent of the instructor and only as space permits. Permission to audit is ordinarily granted for lecture classes only. An auditor may not participate in class discussion or laboratory work, and the auditor's registration may be canceled at the discretion of the instructor. No record of audited courses is kept. Regular tuition and fees are charged. To receive credit for an audited course, the student must register for the class for credit and complete the course requirements in a subsequent quarter.

## Other Admission Types

### Non-matriculated Students

A student attending UW Tacoma as a non-matriculated student is considered non-degree-seeking and cannot earn a degree. Courses taken as a non-matriculated student are graded and full credit is awarded and recorded on a UW transcript. Credits earned as a non-matriculated student usually transfer to other institutions. Students attending in a non-matriculated status may accrue no more than 45 credits in that status (some exceptions may be allowed). The number of credits allowed may vary by program.

A non-matriculated student who wishes to become a degree-seeking student must submit a regular undergraduate admission application, as well as all required transcripts and test scores. Students considering applying as a matriculated (degree-seeking) student are encouraged to do so as soon as possible, as 45 of the last 60 credits of a baccalaureate degree must be earned as a matriculated student in residence at UW Tacoma. Up to 45 credits earned as a non-matriculated student may be applied towards an undergraduate degree with some restrictions.

Non-UW Tacoma students applying to the **Geographic Information Systems (GIS)** and **Nonprofit Studies** certificate programs should apply as non-matriculated students. Please review the program requirements for guidance in making a successful application and completing additional program application requirements.

- Geographic Information Systems Certificate Program: [www.tacoma.uw.edu/gis](http://www.tacoma.uw.edu/gis)
- Non-Profit Certificate Program: [www.tacoma.uw.edu/sias/shs/nonprofit](http://www.tacoma.uw.edu/sias/shs/nonprofit)

## Returning Former UW Tacoma Students

A UW Tacoma undergraduate student who has not been enrolled for more than one quarter (not including summer) is required to submit a Returning Student Application and pay a \$60 application fee by the application deadline for the respective quarter. Returning students who left in good academic standing and wish to return must return to the same academic program they were enrolled in when they left. Students who wish to apply to another major may do so after re-admission by submitting a change of major form.

# Registration

## Registration Eligibility

Continuing University of Washington Tacoma students who remain in good scholastic standing are guaranteed the opportunity to register each quarter at UW Tacoma as long as they maintain continuous enrollment (excluding summer quarter) or satisfy the guidelines of the quarter-off policy. Continuation must be in the same classification (undergraduate, post-baccalaureate or graduate) and at the same campus. After a student has earned a baccalaureate degree, they must apply for readmission as a post-baccalaureate, non-matriculated or graduate student before being allowed to register.

Newly admitted students and students readmitted to the same or a new classification (undergraduate, post-baccalaureate or graduate) or admitted to a different university campus are eligible to register during a specified time period. See the [Academic Calendar](#) for Registration Periods.

Exceptions to the guarantee of registration eligibility include students under disciplinary action, students with a financial hold on their records and students failing to meet conditions of admission or not meeting program or university satisfactory progress policies. Additionally, continuing students who withdraw during the first week of two consecutive quarters (summer quarter not included) will not be eligible to register as continuing students for the third quarter and must reapply as former students returning to the university. If an undergraduate does not enroll for two or more quarters (not including summer quarter), they must reapply as a returning student using the online application process through the Office of Admissions.

## Class Attendance

The University of Washington Tacoma reserves the right to drop students who have not attended class during the first week of the quarter to make space for other students waiting to enroll. However, a student should not assume that they will be automatically dropped from a course if they do not attend. It is the student's responsibility to drop the course through MyUW. Students who are registered for a course section but do not attend will be assigned a failing grade by the instructor.

## Restrictions on Attending Classes

No person, other than a faculty member attending informally with the approval of the instructor, may attend a UW Tacoma course in which that person has not been registered. An instructor may allow a student to attend his or her class only if the student's name is on the official class list from the Office of the Registrar. An unregistered student may attend through the fourteenth calendar day of the quarter.

## Full-Time and Half-Time Status

	Full-Time	Half-Time	Less than Half-Time
Undergraduate	12 credits	6-11 credits	1-5 credits
Graduate	10 credits	5-9 credits	1-4 credits

To be classified as a full-time student by UW Tacoma, an undergraduate student must register for and complete at least 12 credits per quarter. A graduate student must register for and complete at least 10 credits per quarter.

To be classified as a half-time student by the University, an undergraduate must register for and complete at least six credits per quarter. A graduate student must register for and complete five credits per quarter.

Please note that financial aid and tuition rates do not necessarily correspond to the above credit requirements.

## Class Standing

A student's initial class standing is determined by the total number of transfer credits awarded by UW Tacoma, not by the number of years of college study or completion of an associate degree. The following table lists the required credits for each class:

First-year	fewer than 45 credits
Sophomore	45-89 credits
Junior	90-134 credits
Senior	135 credits or more

Students should note that satisfying UW Tacoma graduation requirements depends not only on the number of credits completed (a minimum of 180) but also on completion of all program requirements.

## Important Dates

Each quarter, the Office of the Registrar publishes a list of important dates for the upcoming quarter on the [Registration website](#). This page contains links to the schedule of classes, academic calendar, final examination schedule, registration period dates, deadlines (including graduation application deadlines), information about tuition and fees, and registration and withdrawal procedures. It is the responsibility of the student to know and understand these procedures and deadlines.

## Registration Periods

Registration consists of three registration periods. For the most complete information about registration periods, visit the [Registration website](#) to view course offerings and find out when students are eligible to register for classes.

### Registration Period I

Registration Period I is open to currently registered, matriculated students and those eligible to register under the quarter-off policy. Period I registration occurs during the latter half of the quarter preceding the quarter for which the student is registering. (For example, currently enrolled students registering for autumn quarter do so in spring quarter.) Actual registration dates are based on class standing, the last digit of the student number and the student's veteran or ROTC status.

Undergraduate students cannot register for more than 19 credits prior to the first day of the quarter.

### Registration Period II

New undergraduate and graduate students and returning students register during Period II and are encouraged to check in with their advisor before registering. New freshmen students must meet with an advisor prior to registration.

### Registration Period III

Period III registration is open to all students for late registration, course adds and drops. Non-matriculated students register during this period as well with the exception of summer quarter. Period III registration begins on the first day of the quarter through the seventh calendar day of the quarter. Certain fees and tuition charges may apply. Please see the *Tuition and Fees* section.

## Registration Priorities for:

### Current Military/Veteran, Spouses Receiving VA Benefits and ROTC Students

Continuing students with veteran or ROTC status and spouses of veterans receiving veteran benefits may register on the first day of Period I registration. Students who are not currently receiving veteran benefits will need to provide proof of veteran status to the Veteran and Military Resource Center.

## Newly Admitted Veteran Students

New students with veteran status may register for classes the business day before Period II registration begins.

## Graduating Senior Priority

Graduating seniors or post-baccalaureate students who have submitted a graduation application may register on the first day of Period I **for their final two quarters**. Students who postpone their graduation may save their priority quarters by not registering before their regular senior or post-baccalaureate priority day. When students have used their graduating senior priority for two quarters, their registration priority reverts to the regular senior or post-baccalaureate schedule. Students may not register for classes in any quarter beyond the quarter for which they have applied to graduate (except summer quarter).

## Access Program for Older Adults

UW Tacoma allows Washington residents 60 years of age or older to audit certain courses on a space-available basis. Registration for Access students begins the third day of the quarter. Students who attend the University under the Access program are limited to two courses per quarter. There is a nominal registration fee, but Access students do not pay tuition. As auditors, students do not receive credit, participate in discussions, complete laboratory work or take examinations. Courses requiring lab fees are ineligible for the Access program. For more information, visit <https://www.tacoma.uw.edu/node/37855>

## Tuition Exempt Students

- UW staff and faculty may register for classes beginning the third day of the quarter.
- All other eligible Washington State employees may register for classes on the fourth day of the quarter.

Schools or majors may have limits or exclusions to the tuition exemption program. Please see the School or major for additional information.

Any credits in excess of the six (eligible, tuition exempt) credits are subject to the same “space available” registration dates listed in this section. Please visit <https://www.tacoma.uw.edu/uwt/registrar/tuition-exemption> for more information.

## Other Registration Guidelines for:

### Late Add Period

Late Add Period Open during the second week of the quarter. An entry code is required to add any class during the late add period. A \$20 fee is charged for each additional day registration transactions are processed. This fee is in addition to any tuition increase or forfeiture as a result of the change. See the [Academic Calendar](#) for deadlines.

### Dropping a Course

Students dropping a course during the first two weeks of a quarter shall have no entry on their permanent academic transcript unless they do a complete withdrawal from the university. When a student drops all



courses, a complete withdrawal date is recorded on the transcript. Students may drop one or more courses each quarter (autumn through summer quarters), as follows:

- The third through the seventh week of the quarter – autumn 2020
- The third through the last day of instruction – winter 2021 and beyond

This is referred to as the “current quarter drop.” The process differs depending on the time of the quarter.

To drop a course officially, a student must either drop through MyUW or submit a Registration Transaction Form to the Office of the Registrar. A student who stops attending without officially dropping their course(s) is given a grade of 0.0. Check in with:

- Office of Financial Aid, if student is applying or receiving financial aid funding
- Veteran and Military Resource Center, if student is receiving VA Benefits or veteran-related tuition waivers
- International Student and Scholar Services, if student is an international student

Students should be aware that dropping a course might impact their student account. Please see the Tuition and Fees section of this catalog.

During summer quarter, the timeline for dropping a course is abbreviated due to the shortened session. Please consult the Important Dates page on the [Registration website](#) for specific dates.

## Unrestricted Drop Period

Continues through the second week of the quarter. Courses dropped during this period do not appear on the academic transcript. A \$20 fee is charged for each additional day drop transactions are processed. This fee is in addition to any tuition decrease or forfeiture as a result of the change.

## Late Course Drop Period/Current Quarter Drop

Students may drop one or more course each quarter (autumn through summer quarters) from the third through the seventh week of the quarter. An “RD” will follow the course title on the academic transcript. A \$20 fee is charged for the day that the drop transaction is processed. This fee is in addition to any tuition decrease or forfeiture as a result of the change.

## Auditing a Course

Students who intend to audit a course must first register for the class through MyUW, then go in person to the Office of the Registrar and fill out a [Registration Transaction Request form](#) to elect the audit grade option. The deadline to change to audit status is listed on the Academic Calendar each quarter on the registration website. A \$20 fee may be imposed depending on the timing of the transaction. Permission to audit is granted by the course instructor and is generally allowed only for lecture classes. Auditors may not participate in discussion or laboratory work. Standard tuition and fees apply.

## Quarter-Off Policy

Undergraduate students who have completed a quarter at UW Tacoma, may take the following quarter off and remain eligible to register during Registration Period I for the subsequent quarter without reapplying as a returning student. **Any quarter from which a student has completely withdrawn does not constitute a completed quarter.** Summer quarter enrollment is not required to maintain continuous

registration eligibility. The quarter-off policy is not available for graduate students. Graduate students must apply for On-Leave status; please see [Graduate Student On-Leave Status](#).

## **Summer Quarter**

Students should note that due to the shortened session, deadlines for fee payment and registration transactions may vary from those of the regular academic year. See the Important Dates webpage on the [Registration website](#) for specific dates each summer.

## **Registering at other UW Campuses (cross-campus enrollment)**

Undergraduate students who have completed at least 15 credits and first-year students who have completed at least 25 credits at the UW Tacoma campus are eligible to register at the Bothell or Seattle campuses during Registration Period II, autumn through spring. All student may cross-register during the summer quarter and they may register Period I. Freshmen, sophomores, juniors, seniors, and post-baccalaureates must complete the required number of home-campus credits first. Eligible students may register cross campus using MyUW. Undergraduate students are limited to a total of 45 credits through cross-campus registration. Seniors who are registering across campuses should consider the Final Year Residency requirement

Learn more about [cross-campus registration](#).

## **Repeating Courses**

A student may repeat a course once with both the original grade and the second grade computed in the grade point average. However, credit will be allowed only once. Veterans receiving benefits must receive approval from the veteran coordinator in the Veteran and Military Resource Center before a course is repeated.

## **Duplicate Courses**

To protect the student's investment of educational effort and the value of the degree, UW Tacoma will not award credit for classes that repeat work done elsewhere. It is the responsibility of students who have earned credit at other colleges to determine whether courses they plan to take at UW Tacoma would duplicate any previously earned credit. Duplicate credit will not be awarded for a course that is equivalent to courses previously passed. Students who are in doubt should consult an advisor before registering.

## **Majors & Minors**

### **Declaring or Changing a Major**

A major is the academic discipline, such as business or environmental science, to which an undergraduate student formally commits. Successful completion of the courses prescribed in an academic major, general education requirements and elective courses for a minimum of 180 credits qualifies a student to apply for an undergraduate degree.

You can find the admission and graduation requirements for every major offered at UW Tacoma in the appropriate academic section of this catalog. The process for declaring a major varies depending on the

major chosen. Once the major is finalized, a change of major form or notification is submitted by the academic program to the Office of the Registrar for processing up until the second week of the current term; all others will become effective for the upcoming term.

Students are encouraged to declare or apply to a major as soon as possible. Failure to declare a major before a student has earned 105 credits will result in a hold being placed on their registration. Students who have not yet declared or been admitted to a major, and need guidance, should consult University Academic Advising for assistance.

## Double Major or Double Degree

Students may complete the requirements of two majors as either a double major or a double degree.

- Students will earn a **double major** when both majors lead to the same degree name even if the two majors are in different schools or programs. Example: if a student completes the requirements for two majors for either a bachelor of arts or bachelor of science degree.
- Students will earn a **double degree** when the two majors lead to differently named degrees. Example: if a student completes the requirements for the bachelor of arts and the requirements for the bachelor of science degree. The student will receive two diplomas.

## Degrees with Two Majors

Students must submit separate graduation applications for each major. Requirements of both majors must be met and each major will appear on the transcript.

## Second Baccalaureate Degree

A second baccalaureate degree may be granted, upon readmission, but a student must earn a minimum of 45 credits beyond the number required for the first degree. These credits **must be earned in residence**. The student must achieve no less than a 2.0 cumulative grade point average in the credits required for the second degree.

## Two Baccalaureate Degrees Concurrently

Students who complete 225 credits and complete the requirements of two majors will be awarded two bachelor's degrees only if the degree types are different. For example, a student with a major in psychology and a major in social welfare will receive one bachelor of arts degree with a double major. A student with a major in psychology and a major in finance will receive a bachelor of arts and a bachelor of arts in business administration because the two degree types are different.

## Declaring a Minor

A minor is an optional program of study (usually 25 to 35 credits) built around a particular subject or discipline. Minors can be helpful by allowing students to focus their degree by choosing a minor related to their major or to broaden their degree by taking an unrelated but complementary minor. When declaring a minor, consider consulting an academic advisor to ensure there is no overlap with major coursework. The minor appears on the student's transcript.

Students who are working on their first baccalaureate degree and are in a major with at least 45 credits can declare a minor by completing and submitting an add or drop a minor form to their advisor. (*Post-*

*baccalaureate students are not eligible to earn a minor(s).*) Minors do not have prerequisites and do not require any additional application materials.

Students are eligible to complete as many as three minors while earning their first undergraduate degree.

## **Completion of a Minor**

A minor must be awarded at the same time the student's first bachelor's degree is awarded. This means:

- A student who does not graduate cannot be awarded a minor.
- A student cannot earn a minor after graduation.

## **Declaring an Option within a Major**

Some majors offer formal options within the majors that allow students to obtain a more focused degree. A formal notation of any declared option will be added to the academic record (transcript).

## **Withdrawal Policies**

### **Withdrawal for Military Service**

Students who are called to active military duty may withdraw through the end of the seventh week of instruction and receive a full refund but no academic credit. A copy of the student's military orders is required. If a student withdraws after that date, the student may receive either a full refund or academic credit and no refund.

Students who withdraw for military reasons will be allowed to return to the university without having to pay another application fee. Documentation in the form of military orders will be required. Please consult with the Office of the Registrar for complete details.

### **Complete Withdrawal for a Registered Quarter**

#### **Dropping all courses for the quarter**

It is the student's responsibility to withdraw from all courses if he or she is unable to attend. Students may withdraw on MyUW through the unrestricted drop period. Beginning with the third week of the quarter, official withdrawals must be submitted to the Office of the Registrar. An official withdrawal is effective the date of the last drop made electronically, the date it is received in the Office of the Registrar, or if submitted by mail, the date of the postmark.

Tuition owed will be based on the date the complete withdrawal is received. Withdrawals are not accepted after the last day of instruction for the quarter.

The tuition forfeiture schedule for complete withdrawal from the university is as follows:

- Students who withdraw on or before the seventh calendar day of the quarter do not pay tuition.
- Students who withdraw after the seventh calendar day through the 30th calendar day continue to owe one-half of their tuition.

- Students who withdraw after the 30th calendar day continue to owe full tuition.

The following principles apply to complete withdrawal from the university:

- Courses dropped as part of a complete withdrawal from the university during the first two weeks of a quarter are not recorded on the student's UW transcript; however, the date of the complete withdrawal is recorded.
- A recipient of veteran benefits should immediately notify the Office of Veteran and Military Services of withdrawal.
- A student with a scholarship or loan awarded through the university should notify the Office of Student Financial Aid of withdrawal.

### **Former/Current Quarter Drop**

Students may drop courses weeks three through seven during the current quarter. An annotation will appear on the student's academic record. Students may petition to drop courses for a former quarter using the Former Quarter Drop process. The Registrar will grant such a petition if, in their judgement, the student was unable to complete the course in question. Approved drops will be annotated on the student's transcript as an RD (Registrar Drop)

A student may drop all courses for the last day of classes by withdrawing from the University for that quarter.

## **Academic Advising**

### **All Academic Advisors**

- Support and Guide Students to Succeed Academically, Personally and Professionally
- Celebrate Milestones and Accomplishments
- Build Campus and Community Connections

### **University Academic Advisors**

University Academic Advising (UAA) serves first year and pre-major students. UAA staff provide support to help students with:

- Choosing a major and/or minor
- Changing majors
- Registration and class schedule support
- Academic difficulty

Student Advising Mentors (SAMs) are available to help students navigate and utilize advising technologies such as degree planning tools, registration and MyUW.

UAA encourages the academic, personal and career goals of all students.

# Tuition and Fees

Tuition charges are based on a student's classification (undergraduate or graduate) rather than on course level. Because University costs are supported by state taxes, the rates charged to students who are not residents of Washington state are higher than the rates for residents. Tuition rates are subject to change without notice.

To be classified as a full-time student by the University of Washington Tacoma, an undergraduate student must register for and complete at least 12 credits per quarter. A graduate student must register for and complete at least 10 credits per quarter. Financial aid and tuition rates do not necessarily correspond to these credit requirements.

For tuition rates from previous years, use the [Quarterly Tuition Search Tool](#).

## 2020-2021 Quarterly Tuition Rates

*Rates shown include student fees.*

### Undergraduate

(Includes non-matriculated students and post-baccalaureate students taking undergraduate courses)

Credits	Resident	Non-resident
10 - 18 credits*	\$3,966	\$13,089
9 credits	\$3,574	\$11,785
8 credits	\$3,182	\$10,481
7 credits	\$2,790	\$9,177
6 credits	\$2,398	\$7,873
5 credits	\$2,006	\$6,569
4 credits	\$1,614	\$5,265
3 credits	\$1,222	\$3,961
2 credits (minimum)	\$830	\$2,657
*Additional fee for each credit over 18 credits	\$354	\$1,267

### **Interdisciplinary Studies (MA) (Tier I)**

<b>Credits</b>	<b>Resident</b>	<b>Non-resident</b>
7 - 18 credits**	\$5,849	\$10,149
6 credits	\$5,020	\$8,706
5 credits	\$4,191	\$7,263
4 credits	\$3,362	\$5,820
3 credits	\$2,533	\$4,377
2 credits (minimum)	\$1,704	\$2,934

### **Nursing (MN), Education (MEd), Community Planning (MA) Geospatial Technologies (MS), Master of Social Work (MSW) (Tier II)**

<b>Credits</b>	<b>Resident</b>	<b>Non-resident</b>
7 - 18 credits**	\$5,988	\$10,357
6 credits	\$5,139	\$8,884
5 credits	\$4,290	\$7,411
4 credits	\$3,441	\$5,938
3 credits	\$2,592	\$4,465
2 credits (minimum)	\$1,743	\$2,992

### **Computer Science and Systems (MS), Educational Leadership (EdD), Computer Science and Systems (PhD) (Tier III)**

<b>Credits</b>	<b>Resident</b>	<b>Non-resident</b>
7 - 18 credits**	\$6,641	\$11,506
6 credits	\$5,699	\$9,869
5 credits	\$4,757	\$8,232
4 credits	\$3,815	\$6,595

Credits	Resident	Non-resident
3 credits	\$2,873	\$4,958
2 credits (minimum)	\$1,931	\$3,321

### Master of Business Administration (MBA)

Credits	Incoming resident	Incoming non-resident	Continuing resident	Continuing non-resident
7 - 18 credits**	\$6,656	\$9,678	\$6,656	\$9,678
6 credits	\$5,712	\$8,302	\$5,712	\$8,302
5 credits	\$4,768	\$6,926	\$4,768	\$6,926
4 credits	\$3,824	\$5,550	\$3,824	\$5,550
3 credits	\$2,880	\$4,174	\$2,880	\$4,174
2 credits (minimum)	\$1,936	\$2,798	\$1,936	\$2,798

### Master of Business Analytics (MS)

Credits	Resident	Non-resident
7 - 18 credits**	\$5,681	\$7,045
6 credits	\$4,876	\$6,045
5 credits	\$4,071	\$5,045
4 credits	\$3,266	\$4,045
3 credits	\$2,461	\$3,045
2 credits (minimum)	\$1,656	\$2,045



## Graduate Non-matriculated

(Includes non-matriculated and post-baccalaureate students enrolled in courses at the 500-level or above)

Credits	Resident	Non-resident
7 - 18 credits**	\$6,641	\$11,506
6 credits	\$5,699	\$9,869
5 credits	\$4,757	\$8,232
4 credits	\$3,815	\$6,595
3 credits	\$2,873	\$4,958
2 credits (minimum)	\$1,931	\$3,321

\*\*For tuition costs for more than 18 credits, see the charts on the [OPB website](#).

## Fee-based programs

Students in fee-based programs and fee-based degrees are ineligible for the tuition exemption program, institutional tuition waivers and the Undergraduate/Graduate University Grant programs, including the Husky Promise program.

- [Master of Accounting](#)
- [Master of Cybersecurity and Leadership](#)

## Fees

These fees are **already included** in the tuition rates shown above. [Explanation of fees](#)

	Resident	Non-resident
Technology fee	\$40/quarter (\$120/year)	\$40/quarter (\$120/year)
Services & Activities fee	\$158/quarter (\$477/year)	\$158/quarter (\$477/year)
University Y Student Center fee	\$180/quarter (\$540/year)	\$180/quarter (\$540/year)
U-PASS fee	\$45/quarter (\$135/year)*	\$45/quarter (\$135/year)*
Building fee (undergraduate)	\$207/quarter (\$619/year)	\$570/quarter (\$1,710/year)
Building fee (graduate tier I)	\$163/quarter (\$488/year)	\$341/quarter (\$1,021/year)
Building fee (graduate tier II)	\$167/quarter (\$501/year)	\$348/quarter (\$1,043/year)

	Resident	Non-resident
Building fee (graduate tier III)	\$187/quarter (\$560/year)	\$388/quarter (\$1,164/year)
Building fee (MBA)	\$187/quarter (\$561/year)	\$324/quarter (\$972/year)
Building fee (MSBA)	\$158/quarter (\$473/year)	\$232/quarter (\$695/year)

*\*For students residing in Thurston County, the U-PASS fee is \$20/quarter (\$60/year).*

## Financial Aid

Approximately 68 percent of students attending the University of Washington Tacoma receive federal, state, or institutional financial aid to help them pay for their education.

### Types of Aid

There are four basic types of aid:

- **Grants:** Federal, state, and institutional grants do not require repayment.
- **Scholarships:** Awards are based on financial need and academic achievement and, in some cases, the quality of the personal essay submitted as part of the scholarship application process.
- **Loans:** Must be repaid, generally beginning six to nine months after a student graduates or leaves school. Loans require repayment with interest (interest rate and when interest accrual begins varies depending on the program).
- **Work-Study:** Students can be employed either on or off-campus, with the primary focus being that students enhance their field of study by working part-time in a career-related position.

### Financial Need

For most aid programs, financial need is defined as the difference between what it costs to attend school and what the student can afford to pay. The amount a student should be able to pay is determined by a standard, federally mandated need-analysis method. The method establishes whether a student is financially independent (unmarried students under the age of 24 years may be considered dependent and, in that case, must provide parent information) or financially dependent on his or her parents and takes into account past earnings and benefits, a percentage of net assets and all other sources of support.

There is no income standard or other simple method of determining whether a student will qualify for need-based financial aid. Any student who thinks he or she needs help should apply.

If a student has additional medical, transportation, child-care, or other unusual expenses not covered by the living allowance, the student may request to have their award reviewed by our office by submitting a revision request with documentation (physician statement, child-care or baby-sitter bills, etc.). Contact the Office of Student Financial Aid to consider the additional costs in his or her budget.

## Eligibility

To qualify for federal financial aid, a student must:

- Be a U.S. citizen, permanent resident or other eligible non-citizen
- Be admitted to the university in an approved program and meet minimum enrollment requirements (most distance learning, correspondence, and non-matriculated students do not qualify for financial aid)
- Not be in default on a previous student loan or owe a repayment on a grant or loan for which the student was not eligible
- Be registered with the Selective Service (if required)
- Maintain satisfactory academic progress based on federal, state, and institutional requirements.
- Provide financial information (including parents' information, where required)
- Be free of any federal or state drug-related convictions while you were receiving federal student aid

Eligible students are considered for funding based on three things: need, class level, and state residency status. Need determines priority for those programs within the class level. Students with the fewest resources are given first priority for all aid funds.

## Apply for Aid

[The Free Application for Federal Student Aid \(FAFSA\)](#) is the basic application for most types of financial aid.

Students must complete and submit their FAFSA information directly to the federal processor online. Students must apply for a Federal Student Aid (FSA) ID in order to complete the online FAFSA. An FSA ID can be obtained by registering through [fsaid.ed.gov](https://fsaid.ed.gov). To access FAFSA on the Web, go to [www.fsaid.ed.gov](https://studentaid.gov/sites/default/files/2020-21-fafsa.pdf). Paper applications can be printed at <https://studentaid.gov/sites/default/files/2020-21-fafsa.pdf>. Paper Applications must be mailed directly to the Central Processor and generally take much longer to process.

The FAFSA is available each year starting October 1. Students should complete their 2020-21 FAFSA for the upcoming year (defined as summer through spring quarters) beginning October 1.

A student who wishes to apply for financial aid to support study during the summer quarter must submit a separate summer application (in addition to the FAFSA or WASFA) in their MyUW accounts (available April 1 for the upcoming summer quarter).

\*Students who are not eligible to complete the FAFSA due to their immigration status may still be eligible to apply for state and institutional aid by completing the [Washington Application for State Financial Aid \(WASFA\)](#).

## Important Dates

For first priority consideration for most aid programs, the FAFSA must be received by the federal application processor by the university's annual priority application date. Students who submit their FAFSAs after the priority date, fifth-year students, and part-time students may be eligible to borrow funds through the Federal Stafford Loan or the Federal PLUS Loan Programs. Undergraduates may qualify for a Federal Pell Grant.

For students eligible to file a WASFA, that application must also be received by the processor by the university's annual priority application date.

Students who apply for financial aid should remember to keep copies of financial documents used in completing the FAFSA or WASFA, continuously monitor their UW email account for official correspondence from the Office of Student Financial Aid, and notify the Office of the Registrar of any change in address.

## **Consortium Agreements and Dual Enrollment**

UW Tacoma students will occasionally need to enroll at a community college to complete admission deficiencies. The credits at the community college may be counted toward the student's total quarter enrollment credits using a financial aid consortium agreement. Both UW Tacoma and the community college must approve consortium agreements. If approved, consortium agreements enable the student to receive financial aid based on the total credits being taken at both institutions. Agreements must be submitted to the Office of Student Financial Aid no later than three weeks prior to the start of the quarter. Students may also qualify to receive aid if enrolled in the UWT-TCC [Dual Enrollment program](#).

## **Scholarships**

Consideration for need-based scholarships is given based on information received on the FAFSA or WASFA (on-time applicants only). Scholarship lists are available through the Office of Student Financial Aid and at websites listed later in this section.

UW Tacoma offers several scholarships available to fund study only at UW Tacoma. For information regarding scholarship opportunities, visit our [Financial Aid](#) website.

## **Student Tax Information**

Student Fiscal Services monitors student tax information at the University of Washington. This information includes data for use in claiming educational tax credits and deductions that you have paid for tuition and fees. In addition, the UW provides information to help you determine if your scholarships, fellowships, grants, or tuition reductions are taxable. The UW cannot provide individual tax advice. If you have questions, you should consult your tax advisor about your specific circumstances.

Scholarships, fellowships, grants, and tuition reductions are not considered taxable income if they are used solely for qualified educational expenses. Any amount used for personal or non-qualified expenses is subject to tax. For more details, refer to the IRS Publication 970: Tax Benefits for [Education](#).

[Washington College Grant](#) - The new nationally recognized Washington College Grant (formerly the State Need Grant) makes education and training beyond high school affordable. Beginning in 2020-21, more low- and middle-income families will qualify. An eligible student from a family of four making around \$50,000 or less per year would receive a full award. Partial grants are available for families making up to the state's median family income, around \$97,000 per year. Amounts vary based on income, family size, and the school or program attended. Recipients must meet program requirements and attend an approved institution or program. Updated eligibility tables and award amounts for 2020-21 will be available in spring 2020.

There is no separate application for the Washington College Grant. Students should complete a state or federal [financial aid application](#), which colleges will use to determine eligibility and make awards.

[Washington State's Guaranteed Education Tuition](#) (GET) program is a 529 college savings program named for the section of the IRS code that defines these types of plans. This program allows individuals to prepay for students' college educational expenses. Funds from the GET program are used to reduce qualified educational expenses. The amounts used to pay these expenses are not taxable or reported to the IRS on the 1098T forms that the UW provides students for filing their tax returns.

Go to [f2.washington.edu/fm/sfs/tax](https://f2.washington.edu/fm/sfs/tax) to find links to the following topics:

- [Education tax credits and tax deductions](#) (IRS Form 1098T)
- [Print your 1098T information](#)
- Nonresident alien student tax (IRS Form 1042S)
- [Employees' tuition exemption tax withholding](#)
- [Canadian tax information](#)

For questions, please email [taxquest@u.washington.edu](mailto:taxquest@u.washington.edu) or call 206-221-2609 for assistance.

## Online Resources

- [UW Tacoma Office of Student Financial Aid](#)
- [University of Washington Office of Student Financial Aid](#)
- [The U.S. Department of Education Federal Student Aid](#)
- [Free Application for Federal Student Aid \(FAFSA\)](#)
- [Washington Application for State Financial Aid \(WASFA\)](#)
- [Short Term Loan Program](#)
- [Disbursement of Financial Aid](#)

## MyUW

Students can use [MyUW](#) to:

- Find current student account balance
- Review financial aid award
- Check status of submitted financial aid documents
- Get a summary of disbursed financial aid and aid-check availability
- Determine if outside lender loan funds are available
- Get the latest recorded student account payment
- Set up direct deposit of financial aid funds
- Pay tuition electronically
- Apply for short-term loans

# Undergraduate Academic & University Policies

## General Education

The general education portion of the degree will be structured to a significant extent by the Areas of Knowledge, which consist of three broad areas of study: Visual, Literary, and the Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

In addition, students must also complete coursework in these areas: English Composition, Additional Writing, Quantitative & Symbolic Reasoning, and Diversity.

## What is General Education?

General Education requirements represent the foundation of a UW education and will support the advanced learning students will do the rest of their life. The objective is to introduce students to many new ideas, rather than training them in one specific subject, so that they are in a position to create linkages across a wide expanse of different topics and disciplines. Areas of Knowledge are meant to allow students to embrace the exploration of new ideas and work diligently to make connections, especially where none seem to exist.

English Composition courses emphasize how to organize and express ideas effectively. In composition courses, students will refine their skills by rewriting papers after receiving feedback on them.

## Basic Skills

### Writing (W)

- 5 credits English Composition (C) with a minimum 2.0 grade required.
- 10 credits in Writing-Intensive (W) courses required.

A 5-credit English Composition (C) with a minimum 2.0 grade and students will need to complete 10 credits of Writing-Intensive (W) courses. Writing courses can be found across disciplines and must require 10-15 pages of graded, out-of-class writing, in the form of a longer paper plus a revision or two or more short papers.

### Quantitative and Symbolic Reasoning (QSR)

- 5 credits of Quantitative/Symbolic Reasoning (QSR) required.

Courses that satisfy this requirement focus on mathematics and statistics, or on formal and symbolic argument. These methods will enhance a student's ability to assess the relationship between ideas and judge information more critically.

## World Language

Students who have not completed their world language requirement at the time of admission are required to complete the requirement prior to graduation. The world language requirement is satisfied by completing college level study through the 102 level or by submission of the high school transcript verifying two sequential years. (If a student is a native speaker of a language other than English, they may already meet this requirement. Contact the Office of Admissions for more information.)

## **Diversity (DIV)**

- A minimum of 3 credits of Diversity (DIV) required.

Courses that meet the Diversity (DIV) requirement study diversity in the United States with focus on the sociocultural, political, and/or economic diversity of the human experience and help students develop an understanding of the complexities of living in increasingly diverse and interconnected societies.

## **Areas of Knowledge (AoK)**

A minimum of 180 college credits must be completed (with more required in some programs) and include academic credits in the following areas:

### **Visual, Literary & Performing Arts (VLPA)**

- A minimum of 10 credits of Visual, Literary, and Performing Arts (VLPA) required.

VLPA courses focus on questions of meaning and value in human life, as well as the effective expression of human experience. The term "art" is used here in a very broad sense and suggests practices and crafts of all kinds rather than simply Western studio traditions.

### **Individuals & Societies (I&S)**

- A minimum of 10 credits of Individuals & Societies (I&S) required.

I&S courses focus on the experimental study of human behavior both individually and socially. This includes the history, development, and dynamics of human behavior, as well as social and cultural institutions.

### **Natural World (NW)**

- A minimum of 10 credits of Natural World (NW) required.

NW courses focus on the experimental study of the physical world.

## **Other Transcript Designations**

The S and R designations appear on the transcript. The S designations will signal to employers and professional and graduate programs that students have chosen community engaged learning experiences in their undergraduate education, while the R designation indicates that they have chosen undergraduate research experiences in their undergraduate education.

### **Service (S)**

Community-Engaged Learning (CEL) is defined as "experiential learning with community partners through the mutually beneficial exchange of creativity, knowledge and resources." CEL is considered a High Impact Educational Practice, and has been shown to improve deep learning and persistence in undergraduate students. CEL allows students to engage in educationally purposeful activities and reflection tied to experiences in community-engaged outreach, scholarship, service, teaching/learning, research, creative endeavors or other activity. Community-Engaged Learning (CEL) course(s) are designated by an S in the course schedule.

## **Research (R)**

To qualify for an R designation, significant and sustained effort in the course must be dedicated to "authentic research/scholarship." Undergraduate research is defined as an original or creative contribution to the discipline, which can include encountering/uncovering new data which is incorporated into existing frameworks, discovering new insights or new data that alter the boundaries and/or contours of the field, drawing novel comparisons or making heretofore unrecognized connections within the field, and/or making new assessments of current knowledge/interpretations what is already known or accepted. Undergraduate Research course(s) are indicated by an R in the course schedule.

## **Special Topic Courses**

Special Topic courses are curriculum practice courses to test interest in a course before seeking formal approval.



# University Grading System

## Grading System for Undergraduate Students

UW Tacoma uses a numerical grading system. Instructors may report grades from 4.0 to 0.7 in 0.1 increments and the grade 0.0. The number 0.0 is assigned for failing work or unofficial withdrawal. Grades in the range 0.6 to 0.1 may not be assigned. Grades reported in this range are converted by the registrar to 0.0. Numerical grades may be considered equivalent to letter grades as shown in the chart below. Some instructors use their own grade scale which they include in their course syllabus.

### Undergraduate Grading Scale

Letter Grade	Numerical Grade
A	4.0 – 3.9
A-	3.8 – 3.5
B+	3.4 – 3.2
B	3.1 – 2.9
B-	2.8 – 2.5
C+	2.4 – 2.2
C	2.1 – 1.9
C-	1.8 – 1.5
D+	1.4 – 1.2
D	1.1 – 0.9
D-	0.8 – 0.7 (Lowest passing grade)
E	0.0 (Failure or unofficial withdrawal; no credit earned)

## Grading System for Graduate Students

At the graduate level, instructors may report grades from 4.0 to 1.7 in 0.1 increments. Grades below 1.7 are recorded as 0.0 by the Registrar and do not count toward residency, total credit count, or grade and credit requirements. A minimum grade of 2.7 is required in each course that counts toward satisfying the Graduate School requirement for 18 hours of coursework numbered 500-700 at the master's level. A minimum cumulative GPA of 3.0 is required for graduation. Numerical grades may be considered equivalent to letter grades as follows:

## Graduate Grading Scale

Letter Grade	Numerical Grade
A	4.0 – 3.9
A-	3.8 – 3.5
B+	3.4 – 3.1
B	3.0 – 2.9
B-	2.8 – 2.5
C+	2.4 – 2.1
C	2.0 – 1.7
E	1.6 – 0.0

### Definitions for the following letter grades that may also be used:

#### CR: Credit Awarded

**CR: Credit** in a course offered on a credit/no-credit basis only or in courses numbered 600, 601, 700, 750 and 800. The minimum performance level required for a CR grade is determined, and the grade is awarded directly by the instructor. CR is not computed in GPA calculations.

#### NC: Credit Not Awarded

**NC: Credit not awarded** in a course offered on a credit/no-credit basis only or in courses numbered 600, 601, 700, 750 and 800. The grade is awarded directly by the instructor and is not included in GPA calculations.

#### S: Satisfactory

**S: Satisfactory** grade for courses taken on a satisfactory/not-satisfactory basis. An S grade is automatically converted from a numerical grade of 2.0 or above for undergraduate classes and 2.7 or above for graduate classes. **The grade S may not be assigned directly by the instructor, but is a grade conversion by the Office of the Registrar.** Typically, undergraduate students may elect this option only for free electives and cannot be used to satisfy a university, college or department course requirement unless the quarter is deemed as one of extraordinary circumstances where courses will count towards pre-requisites, major and degree if the student earns an S grades. With the approval of their program advisor, graduate students may elect to be graded S/NS in any numerically graded course for which they are eligible. A maximum of 25 credits of S/NS grades may be applied to an undergraduate degree. S is not computed in GPA calculations. For graduate students, see an academic advisor.

#### NS: Not Satisfactory

**NS: Not Satisfactory** grade for courses taken on a satisfactory/not-satisfactory basis. A grade less than 2.0 for undergraduate classes and 2.7 for graduate classes is converted to NS. NS is not included in GPA calculations. No credit is awarded for courses in which an NS grade is received.

## **X: No Grade**

**X:** An instructor may submit a grade of "X" for a student if the student's grade is not available when grades for the classes are submitted. The student does not receive credit for the course until a numerical grade is turned in. In addition, if an instructor has not turned in any grade by the time grade reports are printed or at any time after, an "X" will be recorded until the numerical grade is submitted. The GPA is not affected and no credit is granted.

## **I: Incomplete**

**I: Incomplete** given at the discretion of the faculty only when a student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. To obtain credit for the course, an undergraduate student must convert an Incomplete into a passing grade no later than the last day of the next quarter. The student should never re-register for the course as a means of removing the Incomplete.

For undergraduate students, an Incomplete not made up by the end of the next quarter is converted to a grade of 0.0. However, an instructor can assign a grade other than 0.0 even if the student does not complete the assigned course work. The Incomplete is not removed from the permanent record and appears on the transcript with the completed grade. An instructor may approve an extension of the Incomplete removal deadline by contacting the Office of the Registrar no later than the last day of the quarter following the quarter in which the Incomplete grade was assigned. Extensions, which may be granted for up to three additional quarters, must be received before the Incomplete has been converted into a failing grade. In no case can an Incomplete received by an undergraduate be converted to a passing grade after the lapse of one year.

For graduate students, an Incomplete grade does not automatically convert to 0.0 but remains a permanent part of the student's record. To obtain credit for the course, a student must successfully complete the work and the instructor must submit a grade. In no case can an Incomplete received by a graduate student be converted to a passing grade after a lapse of two years or more.

## **W: Official Withdrawal**

**W: Official Withdrawal** or drop from a course from the third through the seventh week of the quarter for undergraduates. A number designating the week of the quarter is recorded with the "W" when a course is dropped. It is not computed in GPA calculations.

## **RD: Registrar Drop**

**RD:** Grade is assigned when a student is allowed to withdraw from a course(s) after the 14th calendar day of the quarter (see Current and Former Drop/Withdraw Policy). It is not computed in GPA calculations.

## **N: Hyphenated Course**

**N:** Indicates that the student is making satisfactory progress and a final grade will be given at the end of the quarter the work is completed. Used only for hyphenated courses (courses not completed in one quarter) and courses numbered 600, 601, 700, 750 or 800. An N grade carries with it no credit or grade until a regular grade is assigned.

## Grade point average (GPA)

The cumulative GPA includes credits granted for courses taken in residence at all campuses of the University of Washington and those with a "DL" (Distance Learning) offered when fully online. The UW transcript also reflects grades for other Continuum College courses that are not residence credit and grades for credit by examination. Credits by exam grades do not affect the student's UW cumulative GPA.

## Computation of GPA

The grade point average for graduation is computed by dividing the total cumulative grade points by the total credits attempted for courses taken in residence at the university. Grade points are calculated by multiplying the number of credits by the numeric value of the grade for each course. The sum of the grade points is then divided by the total credits attempted. Courses elected on an S/NS basis are counted as follows: Satisfactory grades are printed on the permanent record as an S and do not count in the quarterly or cumulative grade point average, but they do count as credits earned toward graduation. Not-satisfactory grades (NS) do not count in the quarterly and cumulative grade point averages and do not count as credits earned toward graduation.

### Examples of How to Calculate your GPA:

#### Example 1:

Course	Credits		Grade		Grade Points
TWRT 211	3	x	0.0	=	0.0
TMATH 324	5	x	2.9	=	14.5
TCSS 390	5	x	3.2	=	16.0
					<u>30.5</u>

Total credits earned toward graduation: 10

Total graded credits attempted: 13

Total grade points: 30.5

Grade point average =  $30.5 \div 13 = 2.35$

The total graded credits attempted (13 credits), **not the credits earned** (10 credits) toward graduation, are used in computing the GPA.

#### Example 2:

Course	Credits		Grade		Grade Points
TBUS 300	5	x	2.3	=	11.5
TBUS 310	5	x	2.9	=	14.5
TBUS 320	5	x	I	=	0.0
					<u>26.0</u>

Total credits earned toward graduation: 10

Total graded credits attempted: 15

Total; grade points: 26

Grade point average =  $26.0 \div 10 = 2.60$

The student attempted 15 credits, but has received an incomplete (I) for TBUS 320, so only 10 are graded initially; the I is not computed in the grade point average. If the work in TBUS 320 is not made up by the end of the following quarter, the I will convert to a numeric grade of 0.0 and the grade point average will be recomputed and the 15 total credits attempted will now be used to re-calculate the grade point average. When a grade of 0.0 is received, it is computed in the grade point average, but no credit is awarded toward graduation.

## **Grading Procedures**

### **Change of grade**

Except in case of error, an instructor may not change a grade that he or she has submitted to the registrar. A student who finds administrative omissions or errors in a grade report must make application for review no later than the last day of the student's next quarter in residence. Grades used to meet graduation requirements cannot be changed after the degree has been granted. Students are not automatically notified of grade changes posted after the first of the quarter.

### **Changing or Appealing Final Grades**

Except in case of error, no instructor may change a final grade<sup>(1)</sup> that he or she has turned in to the Registrar. Grades used to meet graduation requirements cannot be changed after the degree has been granted.

### **Written Appeal of Grade Error**

If a student believes that the instructor made an error in the assignment of a grade, or believe a grade recording error or omission has occurred, the following procedures are required to resolve the matter:

- The student must first discuss the matter with the instructor before the end of the following academic quarter.
- If they are not satisfied with the instructor's response, the student may submit a written appeal that must include documentation<sup>(2)</sup> to the director or the dean of the program<sup>(3)</sup> that offered the course, with a copy of the appeal to the instructor. This must be done no later than 10 class days after your discussion with the instructor. The director or dean will consult with the instructor to ensure that the evaluation of your performance was fair and reasonable or whether the instructor's conduct in assigning the grade was arbitrary or capricious. Should the dean or director believe the instructor's conduct to be arbitrary or capricious<sup>(4)</sup> and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of that program to evaluate your performance and assign a grade. The vice chancellor for academic affairs and the provost will be informed of this action.

Once the student submits a written appeal, this appeal, any supporting documentation, and all subsequent actions on this appeal may be maintained and/or recorded in written form for deposit in a department, school or college file.

(1) Final grade means the grade received in the course and reported to the Office of the Registrar.

(2) Documentation means all materials relevant to the grade determination and to the grade appeal process. Examples include grade reports, graded work, syllabus, student/faculty correspondence, etc.

(3) Director or Dean means the administrator responsible for the respective school or program offering the course, which is under appeal.

(4) Arbitrary or Capricious means in a manner deemed to be inappropriately subjective or otherwise inconsistent.

## Honors

### Dean's List

#### Quarterly Dean's List

The quarterly Dean's list includes the names of matriculated undergraduate students who are pursuing their first undergraduate degree and have attained a quarterly GPA of 3.50 in the final grades for at least 12 graded credits. Appropriate entries regarding inclusion on the Dean's List are made on the student's permanent academic record.

#### Dean's Letter

A student is notified of his or her quarterly Dean's List standing with a Dean's Letter. As of spring quarter 2009, Dean's Letters are distributed electronically. Recipients receive notification and download instructions via e-mail sent to their UW-provided e-mail address. (To comply with [FERPA](#) regulations, Dean's Letter notifications are not sent to non-UW e-mail addresses.)

Dean's Letters are generated once per quarter, after grades are due for that quarter often at the end of the subsequent quarter. **Dean's Letters are only generated for students who meet the Dean's List criteria at that time.** Dean's Letters are not issued or updated based on late changes to the academic record. Students will be sent, via email, a link to their online Dean's Letter, which may be downloaded.

A student's Dean's List status is always current on the permanent academic record. The [Quarterly Dean's List on the Student Guide](#) is updated quarterly and lists those students included on the previous quarter's Dean's List.

#### Annual Dean's List

The Annual Dean's List high-scholarship award is recorded on the academic transcript of matriculated undergraduate students who are pursuing their first undergraduate degree and have achieved a quarterly GPA of 3.50 in 12 or more numerically graded credits each quarter for three quarters of the academic year (summer through spring).

Students enrolled for four quarters of the academic year (summer through spring) must satisfy the conditions outlined above and attain a quarterly GPA of 3.50 or better in the fourth quarter, if enrolled for 10 or more credits. Students receive a certificate and a letter of congratulations from the UW Tacoma chancellor.

Students who are on the annual Dean's List receive a certificate.

## Honors

### Baccalaureate Honors

Baccalaureate honors (*summa cum laude*, *magna cum laude*, *cum laude*) are awarded only to recipients of a first baccalaureate degree. These honors are earned by those students who have completed no fewer than 90 residence credits at this institution. At least 60 of the 90 credits must have been acquired on a graded basis. Only students earning their first baccalaureate degree are eligible to receive honors.

The university's honors committee determines annually the grade-point requirement for each baccalaureate honor. In recent years, approximately 10 percent of the students have been awarded baccalaureate honors. Distance learning courses (those that include a DL prefix) are included in the UW cumulative GPA and therefore count toward baccalaureate honors.

## **Faculty Honors**

At the University of Washington Tacoma, faculty honors are awarded to those students receiving their first baccalaureate degree whose GPA is in the upper 10 percent of their program and who have earned between 43 and 89 numerically graded credits at the UW. The grade-point requirement is at the same level as baccalaureate honors. Only students earning their first baccalaureate degree are eligible to receive honors.

## **Chancellor's Medal**

Each year a student receiving an undergraduate degree is recognized by the chancellor at the commencement ceremony for his or her extraordinary achievement as a student at UW Tacoma. Nominees must have above a 3.0 cumulative grade point average or above and are earning a degree in autumn, winter, spring or summer of the respective academic year. The award recognizes an individual who has been a consistent source of inspiration for faculty and fellow students alike, and has overcome significant obstacles in order to complete a degree. The Chancellor's Medal is conferred at Commencement.

## **President's Medal**

Each year the UW Tacoma President's Medalist is selected from graduating seniors with the most distinguished academic record and recognized at the commencement ceremony. Candidates must be in the top 2% of the graduating class in their academic program and have either graduated (in autumn or winter quarter) or submitted a graduation application to graduate (in spring or summer quarter) during the respective academic year.

## **Academic Scholarship**

### **Academic Standards**

Students are expected to meet the traditional standards of honesty and truthfulness in all aspects of their academic work at UW Tacoma. In particular, all work submitted to an instructor in fulfillment of course assignments, including papers and projects, written and oral examinations, and oral presentations and reports, must be free of plagiarism. Plagiarism is using the creations, ideas or words of someone else without formally acknowledging the author or source through appropriate use of quotation marks, references and the like. Student work in which plagiarism occurs will not be accepted as satisfactory by the instructor and may lead to disciplinary action against the student submitting it. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the work involved.

### **Satisfactory Progress**

The university requires students to declare a major by the time they have earned 105 credits. Students are urged to meet with an advisor to determine a major. A registration hold is placed on students who

have reached 105 credits and not declared a major. In rare cases, a student who has met with an advisor will be granted a pre-major extension.

Students who have completed 165 or more credits and 11 or more academic satisfactory progress quarters and who do not have a graduation application or graduation plan on file will receive a *registration hold*, and must meet with their advisor and start planning for graduation. In order to remove the hold, the student must submit a graduation application or a graduation plan.

The university's satisfactory progress policy requires that students complete their undergraduate degree within 30 credits beyond the minimum required for the degree. Because most degrees require 180 total transfer and UW credits, students generally must complete their programs by the time they earn 210 credits.

Undergraduates who have completed more than 210 credits will be notified by the end of the third week of the quarter that a block is being placed on their registration due to lack of satisfactory progress. Students are encouraged to meet with their academic advisors to prepare a graduation plan or complete a graduation application.

## **Low Scholarship**

### **Academic Warning**

An undergraduate student whose grade point average falls below 2.00 in his or her first quarter at the university receives an academic warning. If a cumulative grade point average of at least 2.00 for courses earned in residence at the university is not achieved by the end of the next quarter, he or she is placed on academic probation.

### **Academic Probation and Dismissal for Low Scholarship**

An undergraduate student is placed on academic probation at the end of any quarter (except for the first quarter at the university, when an academic warning is issued) in which his or her cumulative grade point average falls below 2.00. Once on probation, the student must attain at least a 2.00 for each succeeding quarter's work until the cumulative grade point average is raised to a 2.00 or the student is dropped for low scholarship.

A **senior who in their final quarter** has completed the required number of credits for graduation, but whose work in what would normally be his or her final quarter places him or her on probation does not receive a degree until removed from probation.

### **Reinstatement**

An undergraduate student who has been dropped for low scholarship will be readmitted to the university only at the discretion of the pre-major reinstatement committee or if in a major, the student's academic program. In some cases, a student may be required to sit out one quarter. A student readmitted after being dropped under these rules reenters the university on academic probation. The student's GPA is the same as when dropped from the university, and the student may not use grades from other colleges or universities to raise his or her UW grade point average. A readmitted student is dropped if he or she fails to attain either a 2.00 grade point average for the following quarter's work or a cumulative UW grade point average of 2.00 at the end of that quarter. The student is removed from probation at the end of the quarter in which a cumulative grade point average of 2.00 or better is reached. The [Petition for](#)



[Reinstatement](#) form is available online through the Office of the Registrar. To be considered, the reinstatement petition must be submitted to an academic advisor three weeks prior to the start of the quarter.

*Please note:* The University of Washington transcript is comprised of course work and grades from all three campuses. Students who are dropped for low scholarship from one campus and reinstated at another will remain on academic probation until their cumulative grade point average reaches 2.0.

## **UW Tacoma Transcripts**

### **Official Transcripts**

A transcript is the official record of a student's academic history at the University of Washington Tacoma, including declared major(s) and minor(s), courses taken, grades received, grade-point average, and degrees awarded. Official Transcripts are printed on special paper and certified by the University and may be needed for most scholarships, academic institution applications, and employment verification.

### **Ordering/Requesting Transcripts**

Contact the Office of the Registrar at UW Tacoma, or see the [Ordering Transcripts](#) webpage for more information about getting University of Washington Tacoma transcripts.

### **Unofficial Transcripts**

Unofficial transcripts are not certified by the University. They are intended to provide a student with their academic standing for informational and planning purposes. Students can print out an unofficial University of Washington Tacoma transcript online at [myuw.washington.edu](http://myuw.washington.edu).

## **Residency**

### **Residence Classification Requirements**

The Office of the Registrar has detailed information on residency classification and the residency questionnaire. Residency is determined by several factors in addition to physical residence in Washington and may be established through the submission of documentary evidence. Any student seeking clarification regarding residency classification should review the information at the [Understanding Washington Residency website](#) or contact the Office of the Registrar.

### **Veteran and Military Residency**

Active-duty military personnel stationed in the state of Washington, their spouses and dependent children are eligible for resident (in-state) tuition. An exemption to Washington residency is allowed for many veterans and their families, based on state law, who would otherwise not qualify due to the 12-month physical presence requirement. Please review all of the options available to veterans, active military and their families. Consult the Veteran and Military Resource Center and their website for further assistance.

### **Veteran Vocational Rehabilitation and Employment**

A student who is eligible for Chapter 31 benefits (Vocational Rehabilitation and Employment) is eligible for residence tuition benefits with no limit to time of service and military separation.

## **Student Rights & Responsibilities**

It is the responsibility of the student to become familiar with all academic and administrative regulations and procedures relating to his or her course of study at UW Tacoma.

### **Student Conduct Code**

All students who are enrolled on any of the three University of Washington campuses (Tacoma, Seattle, or Bothell) are held accountable to the [Student Conduct Code](#). The [Student Conduct Code](#) outlines both the expectations for behavior and the procedures for handling violations of the conduct code.

The University has also developed two companion policies, Student Governance Policy, Chapter 209 and Chapter 210, which explain how student conduct proceedings work and a student's rights in the process.

[Chapter 209](#) – Academic misconduct, alcohol and drug violations, computer abuses, bullying and other prohibited conduct.

[Chapter 210](#) – Sexual assault, discriminatory and sexual harassment, intimate partner violence, stalking and other prohibited conduct.

### **Academic Misconduct**

Admission to the University of Washington carries the expectation that students will conduct themselves as responsible members of the academic community. All students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community. This responsibility includes practicing high standards of academic and professional honesty and integrity, and complying with the rules, regulations, procedures, policies, standards of conduct, and orders of the university and its schools, colleges, and departments.

### **Behavioral Misconduct**

Students must respect the rights, privileges, and property of other members of the academic community and visitors to the campus, and refrain from any conduct that would interfere with university functions or endanger the health, welfare, or safety of other persons. Students should be familiar with the Student Conduct Code.

### **Off-Campus Conduct**

The university shall have the authority to hold students accountable under the Student Conduct Code for certain off-campus behavior (i.e., behavior that does not occur on university premises or in the context of a university-sponsored event or activity) that directly affects an University interest, or has continuing adverse effects or may create a hostile environment on University premises or in the context of a University-sponsored program or activity.

### **Computer Use and Software Copyright Policy**

All faculty, staff and students are responsible for using university computer resources in an ethical and legal manner. For example, it is not appropriate to share computer accounts or use them for commercial purposes, to send unwanted email, or to distribute copyrighted software, music or images. Those who do not follow the rules could lose their UW computing privileges. For detailed information, see the [UW Information Technology website](#).

## **Equal Opportunity**

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

Any discriminatory action can be a cause for disciplinary action. Discrimination is prohibited by Presidential Executive Order 11246 as amended; Washington State Gubernatorial Executive Orders 89-01 and 93-07; Titles VI and VII of the Civil Rights Act of 1964; Washington State Law Against Discrimination RCW 49.60; Title IX of the Education Amendments of 1972; State of Washington Gender Equity in Higher Education Act of 1989; Sections 503 and 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Age Discrimination in Employment Act of 1967 as amended; Age Discrimination Act of 1975; Vietnam Era Veterans' Readjustment Act of 1972 as amended; other federal and state statutes, regulations; and university policy. Coordination of the compliance efforts of the University of Washington with respect to all of these laws and regulations is under the direction of the Director for Equal Opportunity and Affirmative Action, Lorre Allen, University of Washington Equal Opportunity Office, Box 351240, 442A Gerberding Hall, Seattle, WA 98195, 206-543-1830 or [eoaa@uw.edu](mailto:eoaa@uw.edu).

Additional information concerning the equal opportunity and affirmative action policies and procedures, including complaint procedures, is in the Operations Manual, D46.1, D46.2, D46.3 and D46.4, and the UW Handbook, Vol. IV, p. 44.

For information on reasonable accommodation for students with disabilities, call Disability Resources for Students, 253-692-4508 or 253-692-4413 (TTY) or [drsuwt@uw.edu](mailto:drsuwt@uw.edu).

## **Veterans Benefits Approval Statements**

Selected programs of study at UW Tacoma are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

UW Tacoma does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

## **Student Education Records**

As a general rule, the university will not release a student's education records to a third party without the written consent of the student. This includes tuition account information. The complete university policy on student education records and the location of such records may be found in the Washington Administrative Code under WAC 478-140-024.

## Release of Student Directory Information

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student educational records. However, the following information is considered public or directory information and may be released to anyone unless the student requests otherwise: name, street address, email address, telephone number, date of birth, dates of attendance, degrees and awards received, major and minor field(s) of studies, class, participation in officially recognized activities and sports, most recent previous educational agency or institution attended by the student, and for students who are members of intercollegiate athletic teams, weight and height.

If a student chooses not to authorize release of directory information, he or she can restrict this information using MyUW ([myuw.washington.edu](http://myuw.washington.edu)). Except under provisions of the USA Patriot Act of 2001 or a lawfully-issued subpoena, no information will be released on students who have restricted release of directory information, including degrees awarded and dates of attendance.

Complete details regarding FERPA and students' rights concerning educational records are available from the Office of the Registrar.

## Sexual Harassment Complaint Procedure

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex, sexual orientation, gender, gender expression, pregnant or parenting status, and LGBTQ (lesbian, gay, bisexual, transgender, queer) identity. Sexual violence and harassment is a form of discrimination.

Students, staff and faculty members and other users of university services who have a concern or complaint regarding sexual harassment should contact the [Title IX Office](#). The Title IX Office provides options for reporting sexual violence and harassment, and resources and support for victims of sexual violence and harassment.

## University Records Retention

### Disposition of Records

Office of the Registrar maintains the academic records for all enrolled undergraduate students as well as registration transactions for graduate students at the University of Washington Tacoma based on the [University of Washington's Records Retention Schedule](#). Student records are maintained for 9 years after the beginning of the fall quarter of the admission year. Once the retention period has ended, the record is set for disposal.

## **Graduation Requirements for the Baccalaureate Degree**

To graduate with a bachelor's degree, a student must meet minimum general education and basic skills requirements in addition to the requirements of their academic program. This section outlines only the general education and basic skill requirements. Graduation requirements for the individual degree programs are explained in each program's section in this catalog.

Students must earn a **cumulative grade point average of at least 2.0** for all work done in residence at the university. The graduation grade point average is computed when the student has completed all work for the degree and includes only credits earned while in residence at the university. UW Seattle and Bothell credits are not considered residence credits.

### **Students must complete a minimum of 180 academic credits in the following areas:**

#### **General Education**

No fewer than 40 credits of general education courses, to include a minimum of 10 credits in each of three areas of study: Natural World, Individuals and Society and Visual, Literary and Performing Arts

#### **Writing/Composition**

A minimum of 15 credits of writing to include 5 credits of English composition (with a minimum 2.0 grade) and 10 credits of writing-intensive courses

#### **Quantitative/Symbolic**

A minimum of 5 credits of Quantitative/Symbolic Reasoning course work

#### **World Languages**

College-level study in a single world language either through two sequential years in high school or through the second-quarter level (102) of college coursework prior to applying for graduation.

#### **Diversity**

A minimum of 3 credits in Diversity coursework; designated courses study diversity in the United States with a focus on the sociocultural, political and economic diversity of human experience and help students develop an understanding of the complexities of living in increasingly diverse and interconnected societies.

### **Final-Year Residency Requirement**

Students are required to complete 45 of their final 60 credits as matriculated students in residence at UW Tacoma. Some degree programs may have stricter residency requirements. Fully online degree programs are exempt from this requirement.

The following are considered non-resident credit:

- Cross-campus courses taken at UW Seattle & UW Bothell
- Credit from external sources (AP/IB credit, transfer coursework, by exam, Armed Forces Training School, etc.)

To seek an exception to the residency requirement the student needs to submit a graduation petition two quarters in advance to their academic advisor. Petitions requesting approval of 16-25 non-resident credits will be reviewed by the department awarding the degree. Petitions requesting more than 25 credits will be review by the Academic Policy & Curriculum Committee. See details in the “Waiver of Graduation Requirements” section. If an exception is granted, the student still must present a minimum of 45 credits taken in residence as a matriculated student to be awarded a UW degree.

## **Catalog for Graduation Requirements**

With advisor approval, a student may choose to graduate under the requirements of either the current catalog or the catalog in effect at the time he or she entered the program from which he or she is to graduate.

If the student graduates more than 10 years after enrolling in the program, the current catalog must be used for graduation purposes. Exceptions to this rule cannot be made without official approval by the academic program.

## **Waiver of University or Program Requirements for Graduation**

To request a waiver of a program degree requirement a student must submit a petition to their academic program. Students should confer with their advisor before completing the petition. Review is done by the academic program faculty committee or director/dean, as procedures specific to each academic program dictate.

If the student is requesting to waive a university requirement (e.g., residency or the minimum grade for composition), the petition will be submitted to their academic advisor for review by the Faculty Assembly's Academic Policy and Curriculum Committee. Once a determination has been made, the student is contacted. The 180-credit minimum and cumulative 2.00 GPA requirement for an undergraduate degree are university requirements that are not petitionable.

To ensure a determination is made in time for graduation, petitions must be submitted at least two quarters before the student's graduation date to allow time for committee to review and registration.

The decision of the Academic Policy and Curriculum Committee is final. An exemption from a university graduation requirement becomes void at the end of two calendar years from the date the exemption was granted if all degree requirements have not been completed by that date.

## **Filing a Graduation Application**

The student must make an appointment with her or his advisor to complete an application for graduation. The application may be filed as early as three quarters before the expected date of graduation. The absolute deadline for filing an application is the Friday of the third week of the quarter in which the student intends to graduate.

Students who will complete their degree requirements in summer quarter but wish to participate in the preceding spring commencement must adhere to the spring deadline.

It is the student's responsibility to apply for a degree; degrees are not automatically awarded when requirements have been satisfied.

If a student declared a minor but it does not appear on the graduation application, the graduation specialist will remove it. On the other hand, if a student does list a minor on the degree application, the student must complete that minor or drop it officially, or she or he will not graduate. This protects the student from being graduated when the actual intent is to continue in order to complete the minor.

### **Adding minors after applying to graduate**

A student who wants to add a minor after the graduation application has been submitted must see his or her advisor, who will update the application and notify the graduation specialist in the Registrar's Office.

### **Commencement**

Formal Commencement exercises are conducted at the close of spring quarter. Programs also hold separate hooding ceremonies for their master's degree graduates. Information on participating in these ceremonies is posted on the UW Tacoma website at [tacoma.uw.edu/commencement](http://tacoma.uw.edu/commencement).

Students who graduated during the previous autumn or winter quarters and those who anticipate graduating in spring or summer quarters of the current year are eligible to participate if they have filed a graduation application. It is the student's responsibility to apply for graduation by the deadline, please see Filing a Graduation Application section of the catalog.

Exceptions will be made to accommodate those who were eligible to participate in the 2020 Commencement ceremony.

### **Diploma Distribution**

Diplomas are mailed to the student's address selected on MyUW (local or permanent) three to four months following graduation. Students do not receive their diploma at the Commencement ceremony. Students should ensure their mailing address is up to date in MyUW at the time of graduation. The diploma will list the student's legal name, degree, and any applicable [honors](#). Majors and minors are not listed on UW diplomas.

# Graduate Academic & University Policies

The following section contains detailed information concerning policies and procedures relating to graduate students and graduate studies. Students should verify all information with the program advisor of the individual academic program or appropriate staff.

For more information on the UW Graduate School and graduate student policies, please visit the Graduate School website at [www.grad.washington.edu](http://www.grad.washington.edu).

## Time to Completion

The Graduate School normally allows six years to complete requirements for a master's degree. Periods spent on leave or out of status are included.

## Graduate Courses

Graduate courses are intended for—and ordinarily restricted to—either students enrolled in the Graduate School or graduate non-matriculated students and are given numbers from 500 to 800.

Some courses at the 300 and 400 levels are open to both graduates and upper-division undergraduates. Such courses, when acceptable to the supervisory committee and the specific academic program, may be part of the graduate program. The Graduate School accepts credit in approved 300-level courses for the minor or supporting fields only. Courses at the 300 level are not included in the calculation of grade point average (GPA) and will not apply toward the minimum Graduate School requirement of 18 graded credits for the master's degree. Approved 400-level courses are accepted as part of the major as well as minor or supporting fields. Courses numbered 490 and titled Special Topics and Special Projects normally are not applicable to a graduate degree program if addressed primarily to introductory content and undergraduate students. Undergraduate research (499) is not accepted as part of the graduate program. Graduate School Memorandum No. 36 offers additional information on graduate courses. With the exception of summer, students are limited to a maximum 10 credits per quarter of any combination of courses numbered 600, 700 or 800.

## Graduate Requirements for the Master's Degree

It is the responsibility of each graduate degree candidate to meet the following Graduate School minimum requirements (plus any additional requirements that may be specified by the program in which the master's degree is being earned; see item 7):

1. Under a thesis program, a minimum of 36 quarter credits (27 course credits and a minimum of 9 credits of thesis) must be presented. Under a non-thesis program, a minimum of 36 quarter credits of course work is required.
2. At least 18 of the minimum 36 quarter credits for the master's degree must be for work numbered 500 and above. (In a thesis program, nine of the 18 must be course credits and nine may be for Master's Thesis [700].)
3. Numerical grades must be received in at least 18 quarter credits of course work taken at the University of Washington Tacoma. The Graduate School accepts numerical grades in approved 400-level courses accepted as part of the major and in all 500-level courses. The student must earn a minimum grade of 2.7 in each class in order for it to be counted. A minimum cumulative GPA of 3.0 is required for a graduate degree at the university.



4. The minimum residency requirement for matriculated graduate students is 30 credits. Full-time students achieve this by taking 10 credits per quarter and part-time students achieve this by adding credits from multiple quarters. A full quarter of residence is granted for any quarter in which at least 10 credits in approved courses, research, thesis, or internship are satisfactorily completed. Excess credits beyond 10 credits per quarter may not be added together to satisfy the residency requirement.
5. In a thesis degree program, a thesis, approved by the supervisory committee, must be submitted to the Graduate School. A student must register for a minimum of nine credits of thesis (700). With the exception of summer, students are limited to a maximum of nine credits per quarter of thesis (700).
6. A final master's examination, either oral or written, as determined by the student's supervisory committee, must be passed if it is a program requirement.
7. Any additional requirements imposed by the graduate program advisor in the student's major department or by the student's supervisory committee must be satisfied. A master's degree student usually takes some work outside the major department. The graduate program coordinator in the major department or the student's supervisory committee determines the requirements for the minor or supporting courses.
8. The graduate student must apply for the master's degree within the first nine weeks of the quarter in which he or she expects the degree to be conferred. See Graduate Degree Application Process.
9. The graduate student must be enrolled for a minimum of two credits in the quarter in which the degree is conferred. A student who does not complete all degree requirements by the last day of the quarter must be registered for the following quarter.
10. All work for the master's degree must be completed within six years. This includes quarters spent on leave or out of status and applicable work transferred from other institutions.
11. A student must satisfy the requirements for the degree that are in force at the time the degree is to be awarded.

## **Graduate Degree Application Process**

Students must submit master's degree requests on the web. Students may submit a request from the first day of the quarter they expect to graduate until the Sunday (midnight Pacific Time) of the ninth week of the quarter they expect to graduate. If degree requirements are not met in the requested quarter, they must submit another degree request for the quarter in which they expect to complete requirements.

## **Master's degree request schedule**

Your department may require an earlier request submission date, please consult your department.

All quarters:

- The deadline to file a Master's request is the last day of the academic quarter (the last day of finals week).

## **Completing the master's degree request**

- When completing the master's degree request, the program will automatically run a degree audit to inform the students of any unsatisfied Graduate School requirements.
- Students will receive an email confirming receipt of their master's degree request and the students' departments are notified through MyGrad Program that a request has been submitted.
- Authorized departmental users enter department contingencies into MyGrad Program and can elect to send an email to the students to notify them of the departmental contingencies. Authorized departmental users will print the master's degree warrants and the warrants will be routed to the students' master's committees in a manner determined by the department.

- By signing the master's degree warrants, the students' committees certify that the students have met all departmental requirements for the degree (except the thesis if one is required) and the warrants must be placed in the students' department file.
- Once the warrants have been signed, the authorized departmental users will recommend whether or not the students are to graduate that quarter and these recommendations are conveyed to the Graduate School through MyGrad Program following the end of the quarter. Emails are sent to the students notifying them that their departments have made a recommendation on their request.
- Once the Graduate School receives the degree request recommendation, a final transcript audit and a review to determine if all Graduate School and department contingencies are met, will be completed by Graduate School staff.
- The Graduate School enters the final graduation decision into MyGrad Program, email notifications are sent to the students informing them of their graduation status, and authorized department users can view their quarter graduation list in MyGrad Program.

## **Commencement**

Formal Commencement exercises are conducted at the close of spring quarter. Programs also hold separate hooding ceremonies for their master's degree graduates in early June. Information on participating in these ceremonies is posted on the UW Tacoma website at [tacoma.uw.edu/commencement](http://tacoma.uw.edu/commencement).

Students who graduated during the previous autumn or winter quarters and those who anticipate graduating in spring or summer quarters of the current year are eligible to participate if they have filed a master's degree request.

Exceptions will be made to accommodate those who were eligible to participate in the 2020 Commencement ceremony.

## **Diploma distribution**

Diplomas are produced approximately three to four months after the end of the quarter in which they are earned and are mailed to the student.

## **Transfer Credit**

A student working toward a master's degree may petition the Dean of the Graduate School for permission to transfer to the University of Washington the equivalent of a maximum of 6 quarter credits of graduate level course work taken at another recognized academic institution. These credits may not have been used to satisfy requirements for another degree. The petition must include a written recommendation from the graduate program coordinator and an official transcript indicating completion of the course work. Transfer credits are not entered on the UW transcript.

University of Washington students who are within six credits of completing their undergraduate degree and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to Graduate School for up to six credits in 500-level courses in addition to the last six credits they require of undergraduate work. The graduate program that has admitted the student must approve registration for the courses. The student, after admission to the Graduate School, must file a petition with the Dean of the Graduate School to transfer the six credits. The student must also provide a letter from the Office of Graduation and Academic Records stating that these credits have not been applied toward the undergraduate degree. Contact the specific program for details.

## **Graduate Credits Taken as an Undergraduate**

University of Washington students who are within six credits of completing their undergraduate work and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to the Graduate School for up to six credits in 500-level courses in addition to the last six credits they require of undergraduate work. For example, a student admitted for autumn quarter may take graduate credits during the preceding spring quarter.

This registration and these arrangements must be approved by the graduate program that the student will enter. However, students so enrolling are not reclassified as graduate students until the baccalaureate degree has been granted and after their official admission. At that point, it is necessary to petition to permit the six credits to apply toward the master's degree. Only under these circumstances may graduate work taken as an undergraduate be applied toward an advanced degree. Further registration for graduate work is contingent upon completion of the requirements for the bachelor's degree.

## **Graduate Non-matriculated Students**

Graduate non-matriculated (GNM) is a classification for post-baccalaureate students who are not seeking a graduate degree at the time of registration.

While a student does not need GNM status to register for a graduate-level class, a student must have it in order to apply the credits to a graduate degree at the University of Washington should the student later be admitted as a matriculated graduate student. GNM status is granted by the individual graduate program. A minimum GPA of 3.0 in the last 90 quarter (60 semester) graded credits is required for consideration. A student who is later admitted to the Graduate School may apply a maximum of 12 applicable GNM credits (or any combination of GNM and up to six approved transfer credits, totaling 12 credits) toward a master's degree. Admission into the GNM status does not confer priority for or guarantee of later admission into the Graduate School to pursue a degree.

Applicants for GNM status must contact the academic program directly for application information. Not all programs choose to offer GNM status. Programs will advise students regarding the status and provide instructions, application forms and program requirements to appropriate candidates.

Failure to register for any quarter except summer quarter will result in loss of GNM status. Once GNM status has been lost, the application process must be repeated in order to be readmitted as a GNM student. The transcripts and other student records from the prior records can be forwarded to supplement the new application.

GNM students pay fees and tuition at the regular graduate-student rate based on residency of the student including the Student Services and Activity Fee and the Technology Fee. GNM students are not eligible for financial aid because most financial aid is governed by federal regulations that require students to be enrolled in degree programs. Students will be assigned a UW student number and receive a student identification card that entitles them to all privileges and access to facilities that are extended to matriculated students.

## **Visiting Graduate Students**

A student who wishes to enroll in a graduate program at the University of Washington Tacoma and who intends thereafter to return to another graduate school in which he or she is working toward an advanced degree may be admitted as a visiting graduate student. This admission is contingent on available space and facilities. Such a student must have been officially admitted to another recognized graduate school

and be in good standing and currently pursuing a graduate degree. Admission to the University of Washington Tacoma, as a visiting graduate student does not guarantee admission to any particular course of study.

A visiting graduate student is permitted to register only in those courses for which he or she is judged to be eligible by a faculty advisor or the instructor of the course and if space is available to accommodate registration. Further details regarding application and other relevant policies may be obtained from the appropriate program office at UW Tacoma or online at [www.grad.washington.edu](http://www.grad.washington.edu).

## **Graduate Student On-Leave Status**

Graduate students are required to maintain graduate status during their program of study. Failure to maintain this status requires reinstatement to the University of Washington. Students who desire to take a quarter or quarters off without going through the reinstatement process must apply for on-leave status for each quarter they do not register. For complete details regarding the on-leave policy, refer to <http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-9-on-leave-policy-to-maintain-graduate-student-status/>.

### **On-leave Eligibility**

- Must be a graduate student in good standing.
- Must have been registered or on-leave the previous quarter.
- Must satisfy any graduate program policies pertaining to going/remaining on-leave.
- U.S. citizen and permanent residents must have registered for at least one quarter of graduate study at UW and have approval from their graduate program.
- International students must have registered full time (10 or more credits) for three consecutive quarters and have approval from both their graduate program and the International Student Services office.
- Pre-registered students must officially withdraw via MyUW or the Registration office prior to the first day of the quarter. Registered students are not eligible for on-leave status.

### **Students on-leave are entitled to:**

- Return as a graduate student to the graduate program
- Use University libraries
- Maintain access to the UW email account

### **Students on-leave are not entitled to:**

- Faculty and staff counsel/resources (very limited counsel/resources are permitted)
- Examinations of any type (except for language competency)
- Thesis/dissertation filing
- University housing
- Student insurance
- Financial assistance

## **Procedure for Requesting Leave**

Students requesting on-leave status must submit an online Request for On-Leave Status via MyGrad Program. For a given quarter, students can submit the request as early as two weeks prior to the first day

of instruction and must submit payment of the non-refundable fee no later than 5 p.m. on the last day of instruction.

Leave is granted on a quarterly basis, though the following students may request up to four consecutive quarters of leave at one time: Peace Corps Master's International (PCMI) students, military personnel with deployment orders, and some UW Fulbright grantees (with the exception of military personnel with deployment orders, these students will be required to pay the fee for each quarter of leave requested).

## **Domestic Students**

1. Complete and submit the online at <http://www.grad.washington.edu/mygrad/student.htm> via MyGrad Program. Student will receive a confirmation email that the request has been submitted.
2. Request will be reviewed and approved by the departmental Graduate Program Coordinator (faculty advisor). Upon approval, students will receive a confirmation email that the department has approved the request.
3. Return to MyGrad Program to pay the non-refundable On-Leave fee via credit card. Students will receive a confirmation email that their quarterly leave has been processed and their registration status for that quarter is "On-Leave."
4. Print confirmation of on-leave verification to be presented for access to the UW libraries.

## **International Students**

1. Contact the International Student Services (ISS) office to obtain pre-approval to request on-leave status.
2. Complete and submit the online [Request for On-Leave Status](#) via MyGrad Program.
3. Request will be reviewed and approved by the departmental Graduate Program Coordinator (faculty advisor). Upon approval, students will receive a confirmation email that the department has approved the request.
4. Request will then be reviewed and approved by the ISS office. Upon approval, students will receive a confirmation email that the ISS has approved the request.
5. Return to MyGrad Program to pay the non-refundable On-Leave fee via credit card. Students will receive a confirmation email that their quarterly leave has been processed and their registration status for that quarter is "On-Leave."
6. Print confirmation of on-leave verification to be presented for access to the UW libraries and IMA.

## **Reinstatement to the Graduate School**

A matriculated student previously registered in the Graduate School who has failed to maintain graduate student status (on-leave status or registration) but who wishes to resume studies in their previous graduate program must submit a reinstatement request to the Graduate School. Students approved to reinstatement must pay a \$250 reinstatement fee to process their reinstatement and return to active student status.

## **Reinstatement Eligibility**

- Must be an inactive matriculated graduate student wishing to return to their previous degree program. Non-matriculated, undergraduate, or active graduate students are not eligible for reinstatement.
- Must have been registered for at least one quarter of graduate study at UW.
- Must have approval from the graduate program to reinstate.
- Must satisfy any additional graduate program policies pertaining to reinstatement.

- International students must have confirmation from the International Student Services office that an I-20 can be issued in time to meet registration deadlines.
- Original admission date was less than six years ago (for master's students) or ten years ago (for PhD students). The Graduate School normally allows six years to complete requirements for a master's degree and ten years for a doctoral degree. Periods spent on-leave or out of status are included.

Student who do not meet these requirements are not eligible for reinstatement without a petition from their graduate program. Ineligible students should instead submit a new application for admission after consulting with their graduate program. Please note that students who meet reinstatement requirements but instead submit a new application for admission will have their application fee refunded and be assessed the \$250 Reinstatement Fee.

For questions regarding on-leave status, please contact your graduate program advisor or Graduate Enrollment Management Services at [uwgrad@uw.edu](mailto:uwgrad@uw.edu) or 206-685-2630.

## Doctoral Degree Policies

### Doctoral Degree Requirements

In order to qualify for the doctoral degree, it is the responsibility of the student to meet the following Graduate School minimum requirements:

1. Completion of a program of study and research as planned by the graduate program coordinator in the student's major department or college and the Supervisory Committee. At least 18 credits of course work at the 500 level and above must be completed prior to scheduling the General Examination.
2. Presentation of 90 credits, 60 of which must be taken at the University of Washington. With the approval of the degree-granting unit, an appropriate master's degree from an accredited institution may substitute for 30 credits of enrollment.
3. Numerical grades must be received in at least 18 quarter credits of course work taken at the UW prior to scheduling the General Examination. The Graduate School accepts numerical grades in department approved 400-level courses accepted as part of the major and in 500-level courses. This excludes 499 credits. A minimum cumulative GPA of 3.00 is required for a graduate degree at the University.
4. Creditable passage of the General Examination. Registration as a graduate student is required the quarter the exam is taken and candidacy is conferred.
5. Preparation of and acceptance by the Dean of the Graduate School of a dissertation that is a significant contribution to knowledge and clearly indicates training in research. Credit for the dissertation ordinarily should be at least one-third of the total credit. The Candidate must register for a minimum of 27 credits of dissertation over a period of at least three quarters. At least one quarter must come after the student passes the General Examination. With the exception of summer quarter, students are limited to a maximum of 10 credits per quarter of dissertation (800).
6. Creditable passage of a Final Examination, which is usually devoted to the defense of the dissertation and the field with which it is concerned. The General and Final Examinations cannot be scheduled during the same quarter. Registration as a graduate student is required the quarter the exam is taken and the degree is conferred.
7. Completion of all work for the doctoral degree within ten years. This includes quarters spent On-Leave or out of status as well as applicable work from the master's degree from the UW or a master's degree from another institution, if applied toward one year of resident study.
8. Registration maintained as a full- or part-time graduate student at the University for the quarter in which the degree is conferred (see detailed information under Final Quarter Registration).

9. A student must satisfy the requirements that are in force at the time the degree is to be awarded.

# **UW Tacoma Catalog Academics**

## **Schools and Programs**

- Global Honors
- Milgard School of Business
- School of Education
- School of Engineering & Technology
- School of Interdisciplinary Arts & Sciences
- School of Nursing & Healthcare Leadership
- School of Social Work & Criminal Justice
- School of Urban Studies
- Undergraduate Education

## **Graduate Programs**

- Accounting (MAcc)
- Business Administration (MBA)
- Business Analytics (MSBA)
- Community Planning (MA)
- Computer Science and Systems (MS)
- Computer Science and Systems (PhD)
- Cybersecurity and Leadership (MCL)
- Education (MEd)
- Educational Leadership (EdD)
- Geospatial Technologies (MS)
- Interdisciplinary Studies (MA)
- Nursing (MN)
- Social Work (MSW)

## **Certificates**

- Geographic Information Systems (GIS)
- Nonprofit Studies
- Restoration Ecology
- Graduate Certificate in Software Development Engineering

## **Endorsements**

- for Practicing Educators

## **Undergraduate Majors & Options**

- Business Administration (BABA)
  - Accounting\*
  - Finance\*
  - General Business\*\*
  - Management\*
  - Marketing\*



- Computer Engineering & Systems (BS)
- Computer Science and Systems (BA)
- Computer Science and Systems (BS)
- Criminal Justice (BA) [on campus or online]
- Culture, Arts & Communications (SIAS Division)
  - American Studies (BA)
  - Arts, Media and Culture (BA)
  - Communications (BA)
  - Spanish Language and Cultures (BA)
  - Writing Studies (BA)
- Electrical Engineering (BS)
- Healthcare Leadership (BA)
- Information Technology (BS)
  - Digital Mobile Forensics\*
  - Information Assurance and Security\*
- Nursing (RN to BSN)
  - ADN-BSN-MN
- Politics, Philosophy & Public Affairs (SIAS Division)
  - Law & Policy (BA)
  - Politics, Philosophy & Economics (BA)
    - Politics and Philosophy\*
    - Economics\*
    - International Studies\*
- Science & Mathematics (SIAS Division)
  - Biomedical Sciences (BS)
  - Environmental Science (BS)
  - Environmental Studies (BA)
  - Environmental Sustainability (BA)
    - Business/Nonprofit Environmental Sustainability\*
    - Environmental Communication\*
    - Environmental Education\*
    - Environmental Policy and Law\*
  - Mathematics (BS)
- Social & Historical Studies (SIAS Division)
  - Ethnic, Gender and Labor Studies (BA)
    - Labor Studies\*\*
    - Gender Studies\*\*
    - Ethnic Studies\*\*
  - Global Studies\*\*
  - History (BA)
    - Asian History\*
    - European History\*
    - Global History\*
    - Self-Designed History\*\*
    - United States History\*
- Social, Behavioral & Human Sciences (SIAS Division)
  - Individually-designed concentration\*\*
  - Interdisciplinary Arts and Sciences (BA)
  - Psychology (BA)
- Social Welfare (BA)
- Sustainable Urban Development (BA)
- Urban Design (BS)
- Urban Studies (BA)
  - Community Development and Planning\*
  - GIS and Spatial Planning\*

- Global Urbanism\*

## Undergraduate Minors

- American Indian Studies
- American Popular Culture
- Applied Computing
- Asian Studies
- Business Administration
- Business Data Analytics
- Corporate Responsibility
- Criminal Justice
- Economics
- Education and Community Engagement
- Environmental Studies
- Gender and Sexuality Studies
- Global Engagement
- Health and Society
- Human Rights
- Law and Policy
- Mathematics
- Museum Studies
- Nonprofit Studies
- Politics
- Religious Studies
- Restoration Ecology
- Social Science Research Methods
- Sociology
- Spanish Language and Cultures
- Sports Enterprise Management
- Sustainable Urban Development
- Sustainability
- Teaching Learning and Justice
- Technical Communication
- Urban Studies

*\*A formal option is a University-approved concentration within a major that appears on a student's transcript.*

*\*\*Informal options, tracks, concentrations or pathways do not appear on a student transcript.*

# Milgard School of Business

## Mission

The Milgard School of Business cultivates business leaders through cutting edge and personally accessible education, diverse scholarly exploration, and innovative community engagement while promoting social responsibility. We inspire students to become lifelong learners.

## Vision

We are an accessible, collaborative team of faculty and staff committed to a student-oriented learning environment, excellent scholarship and strong community partnerships.

## Strategic Goals

- Use [high impact practices](#) to deliver on the promise of a transformational learning experience for students
- Create and disseminate knowledge through diverse intellectual contributions
- Offer distinctive programs and centers responsive to community needs and market demands
- Equip students for meaningful and successful careers
- Cultivate alumni to serve as ambassadors supporting the business community, one another and the school
- Invest in faculty and staff to optimize the potential in their careers and contributions to the school
- Bolster an inclusive culture built on trust, respect, collaboration and constructive dialogue

## Degree Programs

- **Bachelor of Arts in Business Administration (BABA)** options of study:
  - Accounting
  - Finance
  - General Business
  - Management
  - Marketing
- **Master of Accounting (MAcc)**
- **Master of Business Administration (MBA)**
- **Master of Science in Business Analytics (MSBA)**
- **Master of Cybersecurity & Leadership (MCL)** offered jointly with the School of Engineering & Technology

## Teaching

We are actively engaged in enhancing student learning with excellent and innovative teaching. We maintain and strengthen a student-oriented learning environment in which faculty and staff are accessible to students, responsive to their interests, and engaged with the student experience.

## Scholarship

We respect the contributions our faculty members make in basic, applied and pedagogical scholarship. We appreciate that as individual faculty member's careers advance, their research interests and emphasis will evolve.

## Community partnership

We build upon and extend our strong partnerships with the communities we serve.

## Collaborative environment

Faculty and staff work in collaboration to advance excellent teaching and scholarship. Staff is integral and vital in making collaborative contributions that enhance the overall learning environment.

## Accreditation

The Milgard School of Business at the University of Washington Tacoma has earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB), as determined by the Board of Directors of AACSB International. AACSB was founded in 1916; AACSB International is the longest serving global accrediting body for business schools that offer bachelor's, master's, and doctoral degrees in business and accounting.

## Undergraduate Degrees & Options

The Milgard School of Business offers the following programs of study:

- Bachelor of Arts in Business Administration (T BUS-00-12)

### Options

- Accounting (T ACCT-00-12)
- Finance (T BUS-00-12)
- General Business (T BUS-00-12)
- Management (T MGMT-00-12)
- Marketing (T MKTG-00-12)

## Bachelor of Arts in Business Administration

UW Tacoma's Business Administration program was established in 1994 and renamed the Milgard School of Business in 2003 in recognition of a generous endowment of \$20 million from Gary E. Milgard,

the Gary E. Milgard Family Foundation and James A. Milgard. The Milgards shared a vision of helping to build an outstanding business school at the University of Washington Tacoma. Their gift supports our quest for excellence in all that we do. The Milgard School offers a world-class education that is tailored to the work force in this region and beyond.

## About the Curriculum

The Bachelor of Arts in Business Administration program is designed to prepare students for entry into professional positions in business and government. The curriculum, which leads to a Bachelor of Arts in Business Administration, emphasizes critical learning outcomes needed by students to succeed in the business environment of the 21st century. Students will learn and apply the specific skills associated with each learning outcome in the core courses, refine and practice those learning outcomes in their study option, and use and demonstrate the outcomes in additional course work as they develop skills for their professional careers.

## Learning Outcomes

- **Communication Skills:** Students will effectively present ideas orally and in writing, including organizational coherence, stylistic appropriateness, and mechanical correctness.
- **Quantitative Analysis:** Students will be able to use quantitative reasoning to solve business problems.
- **Financial Skills:** Students will understand financial theories and methods, including financial reporting, analysis, and markets.
- **Strategic Thinking:** Students will be able to think critically, diagnose organizational problems, and design effective solutions.
- **Ethics and Business in Society:** Students will be able to identify ethical standards and evaluate the societal implications of business decisions.
- **Global Awareness:** Students will be able to understand the global environment of business decisions and identify threats and opportunities.
- **Teamwork:** Students will be able to analyze the strengths and weaknesses of the team process and provide recommendations. Students will be able to analyze individual performance of team members and provide meaningful feedback.
- **Technology:** Students will be able to utilize technology to formulate business solutions.

## Curriculum

The Bachelor of Arts in Business Administration curriculum consists of:

- 30 credits of required core courses
- 30-35 credits of option courses
- 5 credit capstone course
- General electives to reach a total of 180 credits

## General Electives

In addition to the Business course requirements, students may be required to take additional general electives to complete the 180 credits required for the baccalaureate degree.

Internship and independent study credits fulfill general elective requirements.

## **Direct Admission**

The Milgard School of Business enrolls a limited number of students each year directly out of high school. Freshmen applicants to the University who indicate Business Administration as their intended major are automatically considered. Admission is offered to students with competitive academic records. Involvement in high school leadership, activities, and community service are also considered.

Students who are offered Direct Admission to the Milgard School of Business will be notified starting in February each year. Students must confirm acceptance to the Direct Admission program.

## **Admission Requirements**

Current University of Washington Tacoma students must complete an online application to be considered for admission to the Milgard School of Business in their junior year.

Transfer students follow a two-step process for admission to Milgard. Transfer students must apply to the University of Washington Tacoma and complete the online application for the Milgard School of Business.

High school seniors can apply directly to the Milgard School of Business through the University of Washington Tacoma application by selecting any of the five Business options.

## **Academic Performance and Prerequisites**

Applicants must meet the following requirements in order to be eligible for admission:

- A cumulative GPA of at least a 2.75 in all college coursework.
- A cumulative GPA of at least a 2.75 in business prerequisites:
  - Financial Accounting I
  - Financial Accounting II
  - Managerial Accounting
  - Business Law
  - Microeconomics
  - Macroeconomics
  - Statistics

Prerequisite course work must be completed prior to the start of the quarter of admission. Of the 7 required prerequisite courses, Financial Accounting I, Microeconomics or Macroeconomics, and 2 other prerequisites must be completed at the time of application.

- Applicants must also complete 5 credits of English composition to meet eligibility requirements.
- Business prerequisites may not be taken P/F or S/NS; the minimum acceptable grade in Business prerequisites is 2.0.
- Applicants to the Accounting option must earn a minimum 2.5 in each accounting course and a cumulative 3.0 across all accounting courses.
- Completion of a minimum of 60 college-level credits. A maximum of 105 college-level transferable credits may be applied to the degree.
- The Milgard School of Business admits students for autumn and winter quarters.

## Admission Process

Applicants are considered in two admission groups: Direct Admission and Upper-Division. The following requirements apply to the Upper-Division Admission Group:

Applications for admission into the Business School are complete when the following have been received:

- UW Tacoma undergraduate application and application fee
- [Business School application](#) and personal statement
- Transcripts from all previous institutions
- Results of [Writing Skills Assessment \(WSA\)](#) or proof of English proficiency (if required for UW Tacoma admission)

## Business School Application and Personal Statement

In addition to completing a [Business School application](#), a written personal statement is required from all applicants. Both are used by the Milgard School Admissions Committee to assess applicants. When writing the personal statement, applicants should refer to the current Milgard School application packet for specific instructions. Additional application information can be found online at [tacoma.uw.edu/business](http://tacoma.uw.edu/business).

## Writing Skills Assessment or Proof of English Proficiency

All applicants to the Milgard School of Business are required to complete the Writing Skills Assessment (WSA). Applicants who have to show proof of English proficiency for admission to UW Tacoma have the option to submit the TOEFL, IELTS or WSA. The assessment provides the Admissions Committee with quantitative measures in addition to grade-point averages upon which to base admissions decisions. The WSA may only be completed once per application cycle. The WSA may be taken at any UW campus and are valid for two years.

## Selection Criteria

Admission is competitive, and candidates will be evaluated on the following criteria:

- Completion of all [Business prerequisite](#) courses
- Previous academic performance (cumulative and business GPA)
- Results of the Writing Skills Assessment (WSA), TOEFL or IELTS
- Likelihood of success in the degree program
- Demonstration of the relationship between academic opportunities and the candidate's professional career goals

Admission decisions are made by the Business School Admissions Committee.

## Academic Standards/Policies

The following standards apply to all students in the Milgard School of Business. These standards may be in addition to other academic standards at the University of Washington Tacoma.

- Students must complete all upper-division Business courses with a minimum grade of 1.7. Required core and option course(s) with a grade below 1.7 must be repeated.
- Courses in the Business core and option may not be taken S/NS (satisfactory/not satisfactory).
- Students may transfer up to a total of three upper-division business courses: a maximum of two approved courses may be applied toward the core requirement, and one toward the option requirement. T BUS 300 and T BUS 400 must be completed in residence.
- Upper-division Business courses completed at other accredited four-year institutions may not be more than seven years old in order to substitute for a course in the Business Administration major. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for an equivalent course. There is no time limit on prerequisite course work.
- Transfer courses used to satisfy upper-division Business requirements are held to the 1.7 grade standard.

## Removal from Program

Students are notified in writing of academic warning, probation or drop as soon as practicable after receiving the previous quarter's grade reports; each notice of academic warning or probation is noted on the student's transcript.

Students removed from the Milgard School who wish to re-enter the program must re-apply for admission and/or submit a petition for reinstatement. The Milgard School evaluates the student's file, statement requesting re-admission and any extenuating circumstances, and then recommends action.

## Graduation Requirements

To qualify for graduation with a Bachelor of Arts in Business Administration from the University of Washington Tacoma, a student must:

- Be a matriculated Business student in good academic standing with UW Tacoma and the Milgard School of Business.
- Satisfy all of the prerequisites for entrance into Milgard School of Business.
- Complete 5 credits of Psychology, Sociology, or Anthropology.
- Complete 180 quarter credits.
- Complete T BUS 300 and T BUS 400 *in residence* at UW Tacoma.
- Maintain a minimum **cumulative** 2.0 grade point average and a minimum cumulative 2.0 grade point average in all Business courses.
- Satisfy all of the general university graduation requirements.
- Complete 45 of the last 60 credits *in residence* at the University of Washington Tacoma.
- Apply for graduation with an advisor by the application deadline posted by the Business School for the expected date of graduation, and prior to registration for the Business capstone.
- Complete all required and elective courses in a selected degree option.



## **Business Core Course Requirements (35 credits)**

- TBUS 300
- TBUS 301
- TBUS 310
- TBUS 320
- TBUS 330 (TACCT 330 for accounting option)
- TBUS 350
- 5-credit capstone course: T BUS 400

## **Accounting**

- 30 credits of core courses to include T ACCT 330
- 35 credits of Accounting courses to include: T ACCT 301, T ACCT 302, T ACCT 303, T ACCT 311, T ACCT 411, T ACCT 451
- T ACCT elective (5 credits)
- 5-credit capstone course: T BUS 400

## **Finance**

- 30 credits of core courses
- 30 credits of Finance courses chosen from the T FIN and TBECN course offerings
- 5-credit capstone course: T BUS 400

## **General Business**

- 30 credits of core courses
- 30 credits of upper-division Business courses (*300/400 level TBGEN courses, T BUS 468 and 469 do not apply*)
- 5-credit capstone course: T BUS 400

## **Management**

- 30 credits of core courses
- 30 credits of Management courses
- 5-credit capstone course: T BUS 400

## **Marketing**

- 30 credits of core courses
- 30 credits of Marketing courses to include: T MKTG 450, T MKTG 460, T MKTG 475, 15 credits of Marketing electives
- 5-credit capstone course: T BUS 400

## **Options**

At the Milgard School of Business, options are formalized programs of study that require completing specific course work. There are five options in the Business Administration degree: Accounting, Finance, General Business, Management, and Marketing.

## Accounting

Accounting focuses on recording and reporting financial transactions and students in this option develop the financial and quantitative skills necessary to succeed in today's fast-paced business environment.

Specific areas covered within the MSB accounting option include:

- Recording and reporting of financial data under generally accepted accounting principles (GAAP)
- Understanding tax law and its effect on business decisions
- Auditing financial statements using GAAP
- The importance of accounting information systems
- Understanding the composition of consolidated financial statements
- Gathering and using cost data for planning and control decisions

Elective courses provide extensive studies in corporate and non-profit accounting, forensic accounting, and taxation.

## Finance

**Finance – the indispensable discipline for the future.** It is impossible to participate in any discussion of financial trends for the next few decades without becoming aware of the low accumulated savings of the average individual, of the depletion of the Social Security Trust Fund, of an aging population, and other factors that will affect all of us in some way. An understanding of finance and how it, together with time, can be made to work for you and your employer is the major goal of the finance option. Whether you are managing your own money or other peoples, whether you are running your own business or involved with the financial affairs of a corporation, whether you work at a bank or the loan department of a car dealership, a comprehensive understanding of finance together with the ability to apply it in your decision making is critical to your future wellbeing.

After taking basic and elective courses in finance, you will be able to:

- Apply the concept of the time value of money in all your financial decisions;
- Understand interest rates and how they affect financial decision making;
- Value financial securities like bonds and stocks;
- Understand risk and its relationship with return;
- Estimate and compute returns;
- Learn about derivative securities and their various uses;
- Learn about the goal of a corporation and how it uses financial tools to achieve that goal;
- Learn about portfolio management;
- Use your knowledge of finance to secure your own financial future.

## General Business

**Want to get a degree in business, but have flexibility to mix and match courses from a variety of business disciplines?** The General Business option is for you! Combining courses from management, marketing, economics, finance, and business data analytics, you have flexibility in course selection allowing you to customize your skill set. The General Business option is designed for the student interested in a broad perspective that draws from multiple disciplines.

## Management

**How do you manage in the 21st century?** The Management option enhances your ability to get work done with and through other people in a variety of workplaces. Whether you are managing a project team, a small group of customer service representatives, a large accounting department, your own start-up, or a family-run restaurant, there is a set of skills that all managerial positions have in common. This program is designed to equip you with exactly those skills and prepare you to meet the managerial responsibilities and challenges of the 21st century more effectively. You will learn how to be a critical thinker, use the best available evidence to make your managerial decisions, and how to enact your decisions with ethical principles in mind.

Through a variety of different courses, you will:

- Learn how to build and work effectively in teams
- Understand how to make better decisions, alone and in collaboration with others
- Learn how to motivate people towards common goals
- Sharpen your interpersonal skills and ability to communicate well with others from diverse backgrounds
- Become familiar with human resource management tools such as recruiting, hiring, performance appraisal, and reward systems
- Improve your ability to manage conflict and negotiate with others
- Learn strategies to navigate difficult conversations
- Enhance your ability to solve complex problems considering the ethical and sociocultural implications
- Bolster your critical thinking skills
- Develop tools to initiate and motivate change in organizations

## Marketing

**Marketing is about fulfilling customer needs.** The Marketing option examines the dynamic world of consumer and organizational buyer behavior, and the impact of economic, technological, legal, and social changes on buyer behavior.

The courses in the marketing option cover topics such as:

- Consumer behavior
- Channels of distribution
- Marketing research
- Marketing strategy
- Advertising
- Product development
- Promotion
- Services marketing
- Business-to-business marketing
- Sales administration

## Minors

The Milgard School of Business offers the following program of study:

- Minor in Business Administration
- Minor in Business Data Analytics

- Minor in Corporate Responsibility
- Minor in Sports Enterprise Management

## **Minor in Business Administration**

The [minor in Business Administration](#) is designed for undergraduate students in any non-business major to increase their understanding of business theory, practices and applications within a wider economic and social context.

The Business minor requires 30 credits; a minimum of 20 credits must be completed in residence. The minor consists of the following courses:

### **Required Courses (20 credits)**

- T ACCT 210
- T BECON 220 or TECON 200
- T BUS 300
- T BUS 320

### **Elective Courses (10 credits)**

- T BUS 330
- 300-400 level Management (T MGMT) courses
- 300-400 level Marketing (TMKTG) courses

Students must maintain a cumulative Business GPA of 2.0 in all minor course work and a 2.0 GPA in each course required to earn the minor.

## **Minor in Business Data Analytics**

The [minor in Business Data Analytics](#) prepares students to make data-driven decisions making. Foundational coursework for the minor teaches students in a range of disciplines how to collect, store, interpret and present data after discovering meaningful insights. Curriculum provides a strong foundation in data analysis, interpretation and visualization. It is an opportunity for students across disciplines to develop an appreciation of the differences between disciplines on how to approach a problem, to complement their major with skills and knowledge, and to build their career in this fast-growing and important field of data driven decision-making. The minor in business data analytics adds value for students from any major and/or concentration who want to sharpen their critical thinking, cognitive development, problem solving, creativity, data/analytical decision-making and information technology-enablement skills. It also helps students appreciate ethical dimensions of concerns.

### **Required Courses (15 credits)**

Business Data Analytics Foundation Courses

- TBANLT 411 (5 credits)
- TBANLT 460 (5 credits)
- TBANLT 485 (5 credits)

### **Elective Courses (10 credits)**

- See [website](#) for approved list of courses

No more than 10 credits may be counted towards both the minor in Business Data Analytics and another major or minor.

## **Minor in Corporate Responsibility**

The [minor in Corporate Responsibility](#) is designed for undergraduate students in any major to provide a foundational understanding and set of tools necessary to navigate the evolving environment of corporate responsibility (CR).

The Corporate Responsibility (CR) Minor gives students a firm understanding of why good businesses operate in a way that builds value for all stakeholders, and how to best accomplish this in a strategic way. Students will develop a strong understanding of the evolution of corporate responsibility successes and failures as well as the tactical tools necessary to be successful in any career.

The CR minor consists of 28 credits: 20 core credits, 5 elective credits, and a 3-credit seminar/culminating experience that will prepare students for careers in organizations that are socially responsible, sustainable, and ethical.

### **Program Structure/Requirements**

The CR minor will consist of 28 credits: 20 core credits, 5 elective credits, and a 3-credit seminar/culminating experience.

- 18 credits must be upper division
- No more than 10 credits in this minor may also count towards the major
- A 2.0 in each course is required to earn the minor.
- Cumulative GPA of 2.0 in all minor course work.

*Each of the required and elective courses below is 5 credits unless otherwise listed.*

Core credits: Corporate Responsibility Foundation Courses (20 credits):

- T BGEN 212
- T BGEN 312
- T BGEN 322
- T MGMT 420

Select 5 credits from the following approved electives:

Programs will advise students where to focus to best complement declared major.

- TESC 201
- TEST 295
- T HIST 315
- T SUD 222
- T SUD 444
- T SUD 475

### **Corporate Responsibility Capstone**

T BGEN 422 (3 credits)-Capstone seminar brings together all of the students' learning into one culminating experience through our well-established case competition and corporate CSR conference.

## Minor in Sports Enterprise Management

The minor in [Sports Enterprise Management](#) is designed for undergraduate students in any major at UW Tacoma to provide a foundational understanding and set of tools necessary to navigate the evolving environment of Sports Enterprise Management. The minor prepares students to develop critical thinking skills and to analyze the business environment in the sports industry. The curriculum enables students to discover evidence and determine actions to be taken to support the activities of for-profit and not-for-profit sports enterprises.

### Required Courses (15 credits)

- TBGEN 370
- TBGEN 485
- TBANLT 485 (5 credits)

### Elective Courses (10 credits)

- See [website](#) for approved list of courses

No more than 10 credits may be counted towards both the minor in Sports Enterprise Management and another major or minor.

## Graduate Degrees

The Milgard School of Business offers the following programs of study:

- [Master of Accounting](#)
- [Master of Business Administration](#)
- [Master of Science in Business Analytics](#)

### Master of Accounting

#### Vision

The Milgard MAcc provides current and future accounting professionals with the knowledge necessary to succeed in an increasingly dynamic and complex environment. Students will gain deeper capabilities in the areas of financial statement analysis, financial accounting theory, corporate taxation, forensics and auditing, international accounting, and business law. Coursework in the MAcc emphasizes the real world skills needed to generate financial information and utilize it to influence business decisions at a high level.

#### Program Overview

The [Milgard School of Business Master of Accounting \(MAcc\)](#) program offers both a 9 month, 45-quarter credits full-time professional program and an 18 month, 80-quarter credits option for those new to accounting.

The MAcc courses cover key areas of accounting and business knowledge such as advanced topics in accounting, international accounting, planning, control and performance evaluation, financial statement

analysis, financial accounting theory, taxation of businesses, and business law and ethics. These courses emphasize the skills and tools for accountants to provide information and assist decision makers. The program's features include international accounting, social reporting, and forensic accounting. The program provides the fifth-year of higher education required for the State of Washington CPA exam.

## **Educational Objectives**

The curriculum develops well-rounded managers who can:

- Develop and articulate the organization's strategic direction
- Identify sources of competitive advantage
- Articulate and implement competitive strategies
- Analyze data using quantitative and statistical tools or relevant technologies so that they can make informed business decisions
- Evaluate and manage formal and informal processes that facilitate the meeting of organizational objectives
- Understand how to motivate, develop, and manage people and teams in ways that foster organizational success
- Demonstrate effective oral, written, and interpersonal communication skills that support and enhance managerial effectiveness
- Demonstrate an understanding of organizational systems including interdependencies and relations among and between functional departments
- Demonstrate an understanding of market dynamics and financial theories that can influence organizational actions and outcomes
- Assess the global, social, political, economic, ethical, and environmental consequences of management decisions
- Use analytical tools to diagnose organizational problems and identify appropriate solutions
- Understand how to launch and assess organizational change initiatives

## **Admission Requirements**

A basic qualification for this program is an undergraduate degree with a cumulative GPA of 3.0. For the 9 month program, applicants will need to complete a set of upper division accounting and a business course which include the intermediate accounting series, cost accounting, audit, and individual income tax. For the 18 month program, students will need to complete at least a minimum of 8 quarter credit hours with one course each in financial and managerial accounting. These classes must be taken at an accredited college or university, either at the undergraduate or graduate level. See [website](#) for details.

The following are required for admission to the Master of Accounting program:

- A baccalaureate degree from an accredited institution.
- An overall grade-point average of 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits.
- 9 month MAcc: GMAT is required only for international students and US domestic students who have a degree from a foreign university. See the [MAcc website](#) for GMAT waiver policy.
- 18 month MAcc: applicants must submit competitive scores from the Graduate Management Admissions Test (GMAT) completed within the last five years. GRE scores are also accepted. A waiver of the testing requirement is available to those who meet certain educational or professional criterion; See the [MAcc website](#) for details.

- Transcript from any institution where a baccalaureate degree was obtained to include 90 graded credits. Transcripts with post-degree credits may also be submitted. If admitted, a second baccalaureate transcript (official copy) will be requested by the Graduate School.
- Admission essay
- Three professional reference contacts
- Resume
- Applicants whose native language is not English must demonstrate English language proficiency. The ways in which proficiency can be demonstrated are outlined in [Memo 8: Graduate School English Language Proficiency Requirements](#).
- Applicants with transcripts in a language other than English must apply by May 1 to allow extra time for transcript evaluation. These transcripts must be accompanied by an English translation when submitted.

## **Admission Process**

Applicants must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application information is available on the [MAcc website](#).

Applications must be submitted in time to meet the Milgard School of Business deadline listed on the website. The MAcc 9 month program admits students for autumn and spring quarters; the 18-month program admits only for autumn quarter.

## **Academic Standards/Policies**

### **Enrollment and Classes**

The MAcc offers late afternoon and weekday evening courses. Each quarter, students will typically enroll in 10 to 17 credits of study. Part time schedules can also be arranged. See [website](#) for details for both the 9-month and 18 month track course plans.

### **Ungraded credits (S/NS and C/NC)**

All core courses and select elective courses in the Tacoma MAcc curriculum must be taken for a grade. The MAcc Internship, Independent Study and the Speaker Series courses are graded as C/NC.

### **Minimum Graduation Requirements for the MAcc Degree**

Along with the Graduate School requirements, courses taken to complete the 45 (9 month track) or 80 (18 month track) credits required for the MAcc degree must receive a passing grade (2.7 or higher or Credit).

If a student does not pass a required course, the course must be repeated. Another course cannot be substituted for a failed required course. Students are reminded to read and carefully adhere to the university's policies. Please refer to the [Graduate School website](#) for more information regarding graduate degree requirements.

### **Graduation Requirements**

Completion of [program requirements](#). All courses must be completed with a 2.7 or higher and cumulative GPA of 3.0 or higher.



### **Required courses – 9 month MAcc (45 credits)**

T ACCT 500 (4 cr.)  
T ACCT 502 (4 cr.)  
T ACCT 510 (4 cr.)  
T ACCT 511 (4 cr.)  
T ACCT 521\* (4 cr.) or T ACCT 590 (4 cr.)  
T ACCT 525 (4 cr.)  
T ACCT 535 (4 cr.)  
T ACCT 536 (4 cr.)  
T ACCT 540 (4 cr.)  
T ACCT 550 (4 cr.)  
T ACCT 590\* (4 cr.)  
T ACCT 601/600 (5 cr.)

*\* Either T ACCT 521 or T ACCT 590 will be offered. Students do not take both courses.*

### **Required courses – 18 month MAcc (80 credits)**

#### **YEAR ONE**

T ACCT 503 (5 cr.)  
T ACCT 504 (5 cr.)  
T ACCT 505 (5 cr.)  
T ACCT 506 (5 cr.)  
T ACCT 507 (5 cr.)  
T ACCT 508 (5 cr.)  
T ACCT 530 (5 cr.)

#### **YEAR TWO**

T ACCT 500 (4 cr.)  
T ACCT 502 (4 cr.)  
T ACCT 510 (4 cr.)  
T ACCT 511 (4 cr.)  
T ACCT 521\* (4 cr.) or T ACCT 590 (4 cr.)  
T ACCT 525 (4 cr.)  
T ACCT 535 (4 cr.)  
T ACCT 536 (4 cr.)  
T ACCT 540 (4 cr.)  
T ACCT 550 (4 cr.)  
T ACCT 590\* (4 cr.)  
T ACCT 601/600 (5 cr.)

*\* Either T ACCT 521 or T ACCT 590 will be offered. Students do not take both courses.*

### **Master of Business Administration**

#### **Vision**

The Milgard MBA develops visionary leaders who have the knowledge and managerial capabilities to promote organizational success and sustainability in ways that emphasize accountability to diverse stakeholders in a complex and interdependent world.

## **Program Overview**

The Milgard School of Business operates on a quarter system. The master of business administration (MBA) degree at the Milgard School of Business is a 64-credit graduate degree designed to provide experienced professionals and managers with new tools for responding to the challenges of change. The program encourages managers to develop the integrated base of knowledge and skills needed to lead organizations facing an increasing pace of change. The Milgard School of Business MBA is a comprehensive degree that builds capabilities across the full range of business disciplines.

The primary goal of the MBA is to provide current and future managers with the knowledge necessary to succeed in an increasingly dynamic and complex environment. Students develop a strong mix of leadership, financial, analytical, operational, relational, and communication skills. We offer a high-quality program that is immediately relevant to practicing managers.

## **Educational Objectives**

The curriculum develops well-rounded managers who can:

- Develop, articulate, and implement an organization's strategy
- Analyze data using quantitative and statistical tools or relevant technologies so that they can make informed business decisions
- Evaluate and manage formal and informal processes that facilitate the meeting of organizational objectives
- Understand how to motivate, develop, and manage people and teams in ways that foster organizational success
- Demonstrate effective oral, written, and interpersonal communication skills that support and enhance managerial effectiveness
- Demonstrate an understanding of organizational systems including interdependencies and relations among and between functional departments
- Demonstrate an understanding of market dynamics and financial theories that can influence organizational actions and outcomes
- Assess the global, social, political, economic, ethical, and environmental consequences of management decisions
- Use analytical tools to diagnose organizational problems and identify appropriate solutions
- Understand how to launch and assess organizational change initiatives

## **Admission Requirements**

The following are required for admission to the Master of Business Administration program:

- A baccalaureate degree from an accredited institution.
- An overall grade point average of 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits.
- Competitive scores from the Graduate Management Admissions Test (GMAT) completed within the last five years. GRE scores are also accepted; contact MBA advisor for details.
- A minimum of two years of post-baccalaureate managerial/professional work experience.
- Unofficial transcripts from any institution where a degree was obtained to include 90 graded quarter or 60 graded semester credits. Transcripts with post-degree credits may also be

submitted. If admitted, an official baccalaureate transcript will be requested by the Graduate School.

- Two essays. Details about the essays are included in the application information.
- A résumé
- Two professional recommendations
- Applicants indicating that English is not their native language must meet the English Language Proficiency requirements outlined in the [UW Graduate School Memo #8](#).
- Applicants with transcripts in a language other than English must apply by June 1 for autumn quarter admissions or November 1 for winter quarter admission to allow extra time for transcript evaluation. These transcripts must be accompanied by an English translation when submitted.

## **Admission Processes**

Applicants must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application information is available on the MBA website at [http://www.tacoma.uw.edu/mba\\_apply](http://www.tacoma.uw.edu/mba_apply). Applications must be submitted in time to meet the Milgard School of Business deadline listed on the website, as this supersedes the Graduate School admissions deadline. The MBA program admits students for autumn and winter quarters only.

## **Academic Standards/Policies**

The UW Tacoma MBA is designed for working professionals and allows students to continue in their careers while they develop new managerial knowledge and skills. In the average quarter, an MBA student will enroll in two courses (8 credits) of study. Students may complete their degree on a year-round basis in 21 months (including summers) or extend their study to three or more years.

MBA core courses meet weeknights plus some Saturdays during the quarter. Summer courses meet weekday evenings and/or Saturday. September courses meet intensively over the course of 2 to 3 weeks, including several weekdays and Saturdays. All courses incorporate online learning components. Online assignments and discussion offer flexibility while keeping students connected to the faculty and their classmates. Courses integrate current conceptual and practical knowledge while building analytical and interpersonal skills. As a result, the curriculum is immediately relevant to practicing managers.

## **Elective Credits**

A minimum of 16 graded elective credits must be completed to fulfill graduation requirements. At least 8 of these credits must be completed within the Milgard School of Business. For students choosing to take courses other than the rotating MBA summer electives (different each summer) or Autumn Elective options (T MGMT 557 and T BUS 570), a list of approved options is available within the MBA Elective Policy. These options include approved courses from other UW graduate degree programs, independent study T BUS 569 or T BUS 568, MBA Global Study Tours, one 400-level undergraduate course within the Milgard School of Business, or some combination thereof.

No more than eight credits of independent study—with a maximum of 4 credits of T BUS 569 Analytical Research and a maximum of 5 credits for T BUS 568 Internship—may be applied toward the MBA degree. MBA electives vary from 2-4 credits to allow greater choice and flexibility with scheduling.

MBA students pursuing the Healthcare concentration are suggested to complete at least 12 credits of elective from the Milgard MBA healthcare-related electives.

## **Transfer Credits from Other Institutions**

An admitted MBA student may petition to transfer up to the equivalent of 12 quarter credits of graduate business course work from an AACSB-accredited institution. Graduate credits that have been applied toward a completed degree cannot be transferred.

Applicants may petition by sending a letter to the graduate program advisor. The petition should identify the courses requested for transfer credit and, for each course, clearly articulate how the course content contributes to the objectives of the UW Tacoma MBA curriculum. Petition requests will not be evaluated until an official transcript is received by the Milgard School of Business.

Written petitions for transfer credits completed prior to admission to the MBA program must be submitted no later than the first week of the quarter preceding graduation.

Enrolled UW Tacoma MBA students who take courses at another institution with the intent of transferring the credits should first seek approval from the graduate program advisor. If approved, these students should submit a written petition to transfer credits within one academic quarter of completing the course at another institution (e.g. petitions to transfer summer credits must be received by the end of autumn quarter). Only credits for courses in which a grade of "B" or higher is achieved may be transferred.

Course work that duplicates the content of required courses in the MBA curriculum will not be accepted for transfer elective credit.

Petitions are reviewed by the Graduate Committee and a letter is mailed to the address of record indicating how many credits, if any, will transfer. Students who transfer graduate credits from another university may be restricted in the elective courses they may take to complete their elective. Details of such restrictions will be included in the reply letter to the petitioning student. All decisions of the Graduate Committee with respect to transfer credits are final.

## **Waiver (Substitution of Core Courses)**

An admitted MBA student may petition to waive up to the equivalent of 12 quarter credits of MBA core courses. Waiver requests must be accompanied by official transcripts and other documentation such as course syllabi or proof of professional licensing where applicable. If a waiver is approved, the petitioner may select an available elective course with the same number of credits to replace the waived course. A waiver will not reduce the required credits needed to earn the MBA.

Waivers may be granted if the graduate committee concludes that a petitioner has demonstrated proficiency in the course material by prior educational training (e.g., undergraduate major or concentration or graduate degree in a specific field or professional licensing). Waivers will only be entertained for graduate coursework completed with a grade of "B" or better or undergraduate coursework completed with a grade of "B Plus" or better. A single undergraduate course does not waive an MBA course (e.g. 1 undergraduate finance course will not waive the MBA Financial Theory course). Students who request waivers may be restricted in the courses they may take to complete their elective. Details of such restrictions will be included in the reply letter to the petitioning student.

## **Reduction in Credits Required/Complete Waiver**

Students who hold a CPA (Certified Public Accountant), CMA (Certified Management Accountant) or CFA (Chartered Financial Analyst) license/certification qualify to waive out of T BUS 503 Financial Reporting and Analysis thus reducing the total number of credits required to earn their MBA by 4 credits. Students who hold a CFA (Chartered Financial Analyst) credential also qualify to waive out of T BUS 501 Financial Theory thus reducing the total number of credits required to earn their MBA by another 4 credits. The MBA program shall only permit a maximum of 8 credit reduction in credits required for those holding such designations. Student must show proof of active license/designation. These are the only courses eligible for complete waiver.

## **UW Credits Earned Outside the Tacoma MBA**

Students taking electives other than MBA summer or autumn electives may earn credits from approved courses in other University of Washington degree programs. Students must petition to ensure these credits apply toward their degrees. The following restrictions apply:

1. At least 8 elective credits must be taken within the Milgard School of Business
2. No more than 8 credits earned in other UW graduate programs (numbered 500 and above) can be applied to the MBA degree.
3. No more than 5 credits of approved 400-level Tacoma business courses can be applied to the MBA degree.
4. 400-level courses from any other undergraduate program cannot be applied toward the MBA degree.

## **Ungraded Credits (S/NS, C/NC)**

All courses (core and elective) in the Tacoma MBA curriculum must be taken for a grade. No more than 8 credits of elective courses may come from credit/no-credit (C/NC) electives.

## **Minimum Graduation Requirements for the MBA Degree**

Along with the Graduate School requirements, courses taken to complete the 64 credits required for the MBA degree must receive a passing grade (2.7 or higher or Credit).

If a student does not pass a required course, the course must be repeated. Another course cannot be substituted for a failed required course. Students are reminded to read and carefully adhere to the university's policies. Please refer to the Graduate Admissions, Graduation Requirements for Master's Degree, and Graduate Student Policies sections in this catalog or refer to the Graduate School website at <https://grad.uw.edu/policies-procedures/masters-degree-policies/masters-degree-requirements/> for more information regarding graduate degree requirements.

## **Graduation Requirements**

The 64-credit, non-thesis MBA degree has four components:

- Pre-enrollment requirement of MBA math online preparation workshop
- Core courses (48 credits)
- Elective courses (16 credits)

The core curriculum addresses key areas of business knowledge via the core courses, which focus on finance, accounting, marketing, operations, ethics, human behavior, and business strategy. Perspectives on international business are integrated across some of these courses, which culminate in a capstone course that offers a comprehensive systems perspective on organizations. These courses also emphasize quantitative and qualitative tools for predicting, planning and managing change.

### **Required MBA core courses:**

T ACCT 513 (4 cr.)  
T BUS 500 (4 cr.)  
T BUS 501 (4 cr.)  
T BUS 520 (4 cr.)  
T BUS 503 (4 cr.)  
T BUS 504 (4 cr.)  
T BUS 506 (4 cr.)  
T BUS 507 (4 cr.)  
T BUS 508 (4 cr.)  
T BUS 530 (4 cr.)  
T MGMT 516 (4 cr.)

Beyond the core courses, students are required to complete 16 elective credits. The choice of electives will depend on the students' career and educational goals. Students can create a profile of elective courses that allows them to gain additional business knowledge. Elective courses that substituted for summer and autumn elective option may also be taken outside of the Milgard School of Business from other UW Tacoma graduate programs. MBA students have the opportunity to pursue a Healthcare concentration. Their electives will be in health-related topics (i.e. healthcare economics, healthcare marketing, healthcare analytics) and must be earned in residence. It may be possible for students to craft other custom MBA concentrations; contact the advisor for details.

## **Master of Science in Business Analytics**

### **Vision**

The Milgard School of Business Master of Science in Business Analytics (MSBA) program provides students with the knowledge, tools and skills to understand, manage and make use of big data and smart digital solutions. Make effective and efficient business decisions that either solve existing business problems or create new business opportunities, and improve the performance of organizations. This work-compatible program allows students to learn necessary skills and knowledge, and to become a next generation of analytics savvy business analysts, project managers, analytics managers, chief analytics officers, chief digital innovation officers, digital talents, T-shape analytical thinkers and adaptive innovators in this data-driven digital era.

### **Program Overview**

The MSBA program is an accelerated 12-month full-time, 40 credit professional program. The program consists of 8 four-credit, and 4 two-credit applied project courses that students will tackle real-world business analytics project to have an opportunity to apply the concepts, principles and methods associated with business intelligence and analytics to solve real opportunities and/or complex business problems.

This 60% online and 40% in-person (on Saturdays) work compatible program allowing professionals to earn their MSBA degree while working (most onsite classes will be offered on Saturdays).

## **Educational Objectives**

The Milgard School of Business Interdisciplinary MSBA degree integrates STEM (Science, Technology, Engineering, Mathematics) perspective into business education and analysis. It is designed to build your competency in:

**BUSINESS:** What are the problems and/or opportunities?

- Necessary skills for achieving organizational impact and competitive advantage with strategic thinking, service transformation, and evidence-based decision making, e.g. communication, project management, process change, optimization, business ethics, privacy, organizational culture change

**DATA:** What data could solve this problem?

- Core methods for acquiring, storing, handling, and representing data; and how to convert that data to information, knowledge, and wisdom for desired outcomes, data modeling and databases

**ANALYTICS/ANALYZE:** What models, methods or digital services can I apply to solve this problem?

- Descriptive, diagnostic, predictive, prescriptive, cognitive, visualization/storytelling, analytical, statistical, and computational techniques. Regression and related statistical methods, data and text mining, and operations research methods

**OPERATIONS/PRACTICE:** How to apply to our business?

- Create/amend business processes, inform decision-making, understand current and future strategic, tactical, and operational performance, create new businesses, close existing ones, and enter new markets. Key insights that can be gained only through hands-on experience working with and implementing analytical projects in a business environment.

## **Admission Requirements**

The following are required for admission to the Master of Science in Business Analytics program:

- A baccalaureate degree from a regionally accredited institution.
- An overall grade point average of 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits.
- Proficiency in English: Applicants whose native language is not English must demonstrate English language proficiency. See [UW Graduate School Memo #8](#) for details related to English proficiency.
- Unofficial transcripts from any institution where a degree was obtained to include 90 graded quarter or 60 graded semester credits. Transcripts with post-degree credits may also be submitted. If admitted, an official baccalaureate transcript will be requested by the Graduate School.
- A personal statement is required as a part of your online application, and may include a video interview.
- A résumé

- Recorded Video Interview
- Refer to [website](#) for details on prerequisite content areas.
- Work experience - Post-baccalaureate professional experience is desirable, but not required.

The following items are optional for admission to the Master of Science in Business Analytics program:

- Two professional letters of recommendation
- GMAT/GRE scores. We highly recommend that the following applicants submit a score:
  - International applicants who have not completed an undergraduate or graduate degree in the United States
  - Applicants who have fewer than 2 years of post-baccalaureate professional experience
  - Applicants who have between a 3.0-3.25 GPA, or equivalent, on a 4.0 scale

### **Admission Process**

Applicants must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application information is available on the MSBA website at <http://www.tacoma.uw.edu/milgard-school-business/msba-how-apply>. Applications must be submitted in time to meet the Milgard School of Business deadline listed on the website, as this supersedes the Graduate School admissions deadline. The MSBA program offers rolling admissions on a space available basis. Admission is competitive.

### **Academic Standards/Policies**

#### **Enrollment and Classes**

The Milgard School of Business MSBA degree is 40 credits of graduate courses over the course of 12 months.

#### **Transfer Credits from Other Institutions**

The MSBA program does not transfer credits from other institutions.

#### **Waiver (Substitution of Core Courses)**

The MSBA program does not waive credits from other institutions.

#### **Ungraded Credits (S/NS AND C/NC)**

All courses in the Tacoma MSBA curriculum must be taken for a grade.

#### **Minimum Graduation Requirements for the MSBA Degree**

Along with the Graduate School requirements, courses taken to complete the 40 credits required for the MSBA degree must receive a passing grade (2.7 or higher or Credit).

If a student does not pass a required course, the course must be repeated. Another course may be substituted for a failed required course with approval from the faculty. Students are reminded to read and carefully adhere to the university's policies. Please refer to the Graduate Admissions, Graduation Requirements for Master's Degree, and Graduate Student Policies sections in this catalog or refer to the [Graduate School website](#) for more information regarding graduate degree requirements.



## Graduation Requirements

Along with the UW Graduate School requirements, courses taken to complete the 40 credits required for the MSBA degree must receive a passing grade (2.7 or higher).

The program is designed to include business, data, analytics and information courses along with four sections of applied projects to develop knowledge, wisdom, and practice and achieve outcomes.

Required MSBA courses:

Business, Data, Analytics, and Information Courses

TBANLT 510 (4 cr.)

TBANLT 520 (4 cr.)

TBANLT 530 (4 cr.)

TBANLT 540 (4 cr.)

TBANLT 550 (4 cr.)

TBANLT 560 (4 cr.)

TBANLT 570 (4 cr.)

TBANLT 580 (4 cr.) Elective Requirement or TBANLT 585 (4 cr.)

Knowledge, Wisdom, Practice, and Outcome Courses

TBANLT 591 (2 cr.)

TBANLT 592 (2 cr.)

TBANLT 593 (2 cr.)

TBANLT 594 (2 cr.)

Additional Courses (Not Required):

TBANLT 590 (2-4 cr.) (may be substituted for elective requirement)

TBANLT 600 (2-4 cr.)

TBANLT 601 (2-4 cr.)

## Course Descriptions

### Accounting

#### **T ACCT 210 Financial Accounting I: Users Approach to Accounting (5)**

Introduces accounting concepts within the context of financial business decisions. Presents an overview of the role of accounting in the financial community and business operations. Emphasizes the external use of financial accounting for fiscal decision-making. Offered: A.

#### **T ACCT 220 Financial Accounting II: The Reporting Process (5)**

Introduces accounting processes that produce financial accounting reports including the balance sheet, income statement and statement of cash flows. Emphasizes how to gather, calculate, and organize accounting information into standardized reports based on the generally accepted accounting principles. Prerequisite: T ACCT 210. Offered: W.

#### **T ACCT 230 Managerial Accounting (5)**

Provides an introduction to management accounting concepts in the context of business decisions. Explores management accounting's roles in the decision making process and how managers and other internal users rely on the information to make better business decisions that benefit an organization. Prerequisite: T ACCT 220 or ACCTG 215. Offered: Sp.

**T ACCT 301 Intermediate Accounting I (5)**

Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. Prerequisite: either a minimum grade of 2.5 in T ACCT 210; a minimum grade of 2.5 in T ACCT 220; and a minimum grade of 2.5 in T ACCT 230, or a minimum grade of 2.5 in ACCTG 215 and a minimum grade of 2.5 in ACCTG 225.

**T ACCT 302 Intermediate Accounting II (5)**

Continuation of 301. Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. Prerequisite: a minimum grade of 1.7 in T ACCT 301.

**T ACCT 303 Intermediate Accounting III (5)**

Continuation of 302. Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. Prerequisite: a minimum grade of 1.7 in T ACCT 302.

**T ACCT 311 Cost Accounting (5)**

Focuses on the development and use of cost data for external reporting and internal planning. Students examine cost accounting theory and procedures involving cost determination, analysis, and control through the application of such skills as allocations, budgeting, job order and process costing, and quantification of various business processes.

**T ACCT 330 Introduction to Accounting Information Systems (5)**

Presents an introduction to accounting information systems in organizations. Examines key accounting elements tied to underlying business processes. Examines issues of maintaining the integrity of accounting information systems. Integrates the accounting function with information technology. Introduces the basic structure of database systems. Prerequisite: a minimum grade of 1.7 in T ACCT 301.

**T ACCT 401 Forensic Accounting (5)**

Explores the nature, detection and prevention of fraudulent financial reporting. Investigates types of fraud, how fraud is committed, and ways to prevent fraud in corporations. Prerequisite: a minimum grade of 1.7 in T ACCT 302.

**T ACCT 404 Advanced Financial Accounting (5)**

Explores accounting and reporting for business combinations (mergers, acquisitions, partnerships and joint ventures), foreign currency transactions and translations, reporting for business segments, and corporate and partnership liquidations, and reorganizations. Emphasizes linking theory to practice through the use of current financial statement reviews. Prerequisite: a minimum grade of 1.7 in T ACCT 302.

**T ACCT 411 Auditing Standards and Principles (5)**

Intensive introduction to the attest function in society today. Analyzes the environment, the process, and the report of the public auditor. Examines potential extensions of the attest function. Prerequisite: a minimum grade of 1.7 in T ACCT 301.

**T ACCT 431 Financial Statement Analysis (5)**

Enhances the understanding of accounting principles and techniques used to prepare financial statements, and methods an analyst might employ to increase the relevance of financial information. Demonstrates the use of financial statement data in the valuation of firms. Prerequisite: T BUS 350.

**T ACCT 451 Individual Income Taxation (5)**

Covers US Federal income taxation for individuals, including compliance requirements and the role of taxation in personal decisions. Topics include: wage, business and investment income; personal and personal business deductions; and property transactions. Prerequisite: minimum grade of 1.7 in T ACCT 301.

**T ACCT 453 Advanced Taxation (5)**

Examines US Federal income taxation of business entities, including corporations, partnerships and subchapter S corporations. Topics include: the tax effects of entity formation, distribution of profits, and entity dissolution; and related impact on individual taxpayers. Prerequisite: a minimum grade of 1.7 in T ACCT 451.

**T ACCT 468 Cooperative Field Experience (1-5, max. 5)**

Provides opportunities to gain experience and apply concepts taught in the accounting concentration. Involves learning skills and applying knowledge through practical experience working cooperatively with professionals in the field. Requires application and completed employer contract with faculty permission. Prerequisite: a minimum grade of 1.7 in T ACCT 301.

**T ACCT 469 Undergraduate Research in Accounting (1-5, max. 5)**

Provides students opportunity to explore a specific accounting topic, idea, project, or research interest that extends previous knowledge and broadens experience. Proposals and course criteria are developed in cooperation with specific faculty members prior to course registration. Prerequisite: a minimum grade of 1.7 in T ACCT 302.

**T ACCT 471 Internal Auditing (3)**

Independent appraisal function established within an organization. Role and nature of internal auditing; intensive review of internal control; management effectiveness audits; and financial audits from the point of view of the internal auditor. Prerequisite: a minimum grade of 1.7 in T ACCT 411.

**T ACCT 480 Accounting for Not-for-Profit Organizations (5)**

Explores the unique accounting models used in reporting the financial results of governmental and not-for-profit entities. Examines financial reporting under these models from the user perspective, while cultivating an understanding of the accounting system requirements needed to meet this perspective. Prerequisite: minimum grade of 1.7 T ACCT 303.

**T ACCT 485 International Accounting (5)**

Enhances understanding of international accounting issues. Examines the impacts of accounting diversity on global capital flows, and explores the convergence of global accounting standards. Covers accounting for changing prices, goodwill and other intangibles, as well as social and environmental reporting, geographic segment disclosure practices, and financial reporting in developing economics.

**T ACCT 490 Special Topics in Accounting (1-6, max. 6)**

**T ACCT 500 Advanced Topics in Financial Accounting (4)**

Investigates advanced accounting issues related to business combinations, foreign currency transactions, financial derivatives, segment and interim reporting, intercompany transactions, SEC regulation and reporting requirements, and revenue recognition. Emphasizes the ability to examine related accounting principles, assess their impact on financial statements, and identify areas of potential misstatements. Prerequisite: Masters in Accounting students only.

**T ACCT 501 Financial Accounting Theory (4)**

Examines accounting theory, such as the role of accounting in valuation of securities, performance evaluation, and accounting standards setting. Investigates the scope and limitations of "generally accepted accounting principles," with special emphasis on the objectives of financial reporting. Prerequisite: Masters in Accounting students only.

**T ACCT 502 Financial Statement Analysis (4)**

Examines the analytical tools and research techniques necessary to understand and interpret financial statements for the purposes of making economic decisions from a user's perspective. Prerequisite: Masters in Accounting students only.

**T ACCT 503 Intermediate Accounting I (5)**

Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation.

**T ACCT 504 Intermediate Accounting II (5)**

Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. Prerequisite: A minimum grade of 2.7 in T ACCT 503

**T ACCT 505 Intermediate Accounting III (5)**

Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. Prerequisite: A minimum grade of 2.7 in T ACCT 504.

**T ACCT 506 Cost Accounting (5)**

Focuses on the development and use of cost data for external reporting and internal planning. Students examine cost accounting theory and procedures involving cost determination, analysis, and control through the application of such skills as allocations, budgeting, job order and process costing, quantification of various business processes. Prerequisite: A minimum grade of 2.7 in T ACCT 503.

**T ACCT 507 Auditing Standards and Principles (5)**

Intensive introduction to the attest function in society today. Analyzes the environment, the process, and the report of the public auditor. Examines potential extensions of the attest function. Prerequisite: A minimum grade of 2.7 in T ACCT 503

**T ACCT 508 Individual Income Taxation (5)**

Covers US Federal income taxation for individuals, including compliance requirements and the role of taxation in personal decisions. Topics include: wage, business and investment income; personal and personal business deductions; and property transactions. Prerequisite: Minimum grade of 2.7 in T ACCT 503.

**T ACCT 509 Business Finance (5)**

Focuses on understanding the sources, uses, costs, and control of funds in business organizations. Key topics include managing cash flow, evaluating the time value of money, capital budgeting, evaluating stocks and bonds, and determining the financing mix. Explores the organizational, ethical, and economic consequences of financial decisions.

**T ACCT 510 Business Regulation, Research, and Communication (4)**

Investigates key issues in the current regulatory business environment. Examines statutory and common law precedent of issues. Examines optimization of results to those key issues evaluated. Emphasizes the development of advanced communication skills pertaining to research regarding regulator issues. Prerequisite: Masters in Accounting students only.

**T ACCT 511 Planning, Control, and Performance Evaluation (4)**

Investigates the use of cost accounting information and techniques to support decision-makers as they develop, implement, evaluate, and modify organizational strategy. Examines and evaluates quantitative models and behavioral aspects regarding the use of cost information in decision making. Prerequisite: Masters in Accounting students only.

**T ACCT 513 Managerial Accounting for Decision Making and Control (4)**

Introduces the concepts, theories, and practices managers use for decision making and cost control. Discusses the principles and methods of accounting used in reporting information to management that is needed within an organization and how this information can be used by managers to plan, control, and make decisions. Prerequisite: T BUS 503.

**T ACCT 520 International Accounting Seminar (4)**

Enhances understanding of international accounting issues. Examines the impacts of accounting diversity on global capital flows, and explores the convergence of global accounting standards. Covers accounting for changing prices, goodwill and other intangibles, as well as social and environmental reporting, geographic segment disclosure practices, and financial reporting in emerging markets. Prerequisite: T BUS 503.

**T ACCT 521 International Accounting (4)**

Examines the causes and effects of global accounting diversity. Investigates issues related to the preparation and use of financial reports across borders. Investigates selected financial reporting and disclosure issues including social responsibility reporting. Emphasizes the nature and importance of emerging capital markets, and managerial accounting issues related to global business. Prerequisite: Masters in Accounting students only.

**T ACCT 525 Forensic Accounting Seminar (4)**

Explores the nature, detection and prevention of fraudulent financial reporting. Investigates types of fraud, how fraud is committed, and ways to prevent fraud in corporations.

**T ACCT 531 Financial Statement Analysis (4)**

Provides analytical tools and research techniques necessary to understand and interpret financial statements. Prerequisite: T BUS 503.

**T ACCT 535 Taxation of Business Entities (4)**

Investigates the effects of income taxes on business strategy. Examine the interaction of income tax considerations with non-tax considerations in business decision-making. Prerequisite: Masters in Accounting students only.

**T ACCT 536 Tax Research and Communications (4)**

Examines issues in conducting tax research. Investigates aspects of the research process, including how to find, read, and evaluate primary and secondary sources of tax law. Emphasizes development of advanced communication skills relating to the expression of research findings in taxation. Prerequisite: Masters in Accounting students only.

**T ACCT 540 Advanced Auditing (4)**

Examines key issues regarding generally accepted auditing standards, the role of the auditor, professional conduct and ethics, reporting responsibilities, risk assessment, internal control, evidential matter, management fraud, forensic accounting, and auditing of social reports. Prerequisite: Masters in Accounting students only.

**T ACCT 550 Governmental and Not-for-Profit Accounting (4)**

Investigates accounting issues for state and local governments, public and private colleges and universities, hospital and health care providers, and other not-for-profit organizations. Examines characteristics that distinguish governmental and not-for-profit entities from for-profit entities. Investigates fund structure and financial reporting issues for various kinds of not-for-profit institutions. Prerequisite: Masters in Accounting students only.

**T ACCT 590 Special Topics in Accounting (1-5, max. 5)**

Advanced special topic offerings designed to respond to faculty and student interests and needs.

**T ACCT 600 Independent Study or Research (1-5, max. 5)**

Provides an opportunity to work independently exploring specific accounting topics in greater depth. Credit/no-credit only.

**T ACCT 601 Internship (4/5)**

Provides students with practical knowledge and experience in an accounting environment. Permits students to develop their own strategic plan under faculty guidance. Permits student to preform field work utilizing the skills developed in classroom. Culminates with a research paper expanding on previously developed accounting knowledge. Prerequisite: Masters in Accounting students only.

## **General Business**

### **T BGEN 111 Freshman Leadership Seminar (2)**

Introduces student to the core competencies of communication, teamwork, and ethics. Emphasizes service learning and experiential application of concepts through leadership projects. Promotes cohort identity and socialization for incoming freshman in the Milgard School of Business Freshman Direct Program.

### **T BGEN 200 Introduction to Statistics in Business (5) NW, QSR**

Introduces the major principles and practices utilized in basic statistical analysis. Focuses on descriptive statistics, inferential statistics, probabilistic reasoning, correlation, regression, and hypothesis testing. Prerequisite: either TMATH 098 or minimum score of 35 on ACC-CL placement test.

### **T BGEN 210 Computer-Based Business Problem Solving (5)**

Explores uses of Excel to analyze and solve business problems through manipulation and analysis of data. Reviews pivot tables, what-if analysis, solver, and Excel-based management analyses, such as optimization, data mining, customer analysis, data organization, and presentation.

### **T BGEN 212 Introduction to Corporate Responsibility (5) I&S**

Introduces the tools used in the business world today to engage in socially responsible business practice. Provides a framework for integrating corporate responsibility practice into the overall strategy of an organization, and explores current trends in corporate responsibility.

### **T BGEN 218 Introduction to Business Law (5) I&S**

Explores the impact of the changing legal environment on business decision making. Examines legal issues that organizations confront to establish appropriate strategies for effective functioning and developing compliance guidelines. Utilized specific tools to access legal resources for proactively recognizing, framing and analyzing business opportunities, and problems in the legal environment.

### **T BGEN 250 Personal Finance (5) QSR**

Provides an understanding for making informed personal financial decisions on consumption, savings, budgets, investments, insurance, retirement, wealth creation and estate planning. Effective personal financial management is essential to meet lifetime financial goals. Students will identify their personal financial goals, and make financial decisions that will help them achieve those goals. Prerequisite: either TMATH 098, or a minimum score of 35 on ACC-CL placement test or a minimum score of 250 on the ACCQAS.

### **T BGEN 312 Communicating Corporate Responsibility (5) I&S**

Provides the theory and skills to analyze and assess the corporate responsibility communication issues in a company, and create a strategic corporate communications plan based on that assessment. Develops the understanding of corporate responsibility stories and storytelling in a compelling way that engages and informs stakeholders.

### **T BGEN 322 Measuring Corporate Responsibility (5) I&S**

Provides the framework and skills to analyze and assess the environmental, social, and governance metrics and measurements in a firm. Develops the skills to evaluate those metrics and create a

meaningful corporate social responsibility (CSR) report for an organization.

**T BGEN 370 Essentials of Sports Enterprise Management (5)**

Examines the profession of sports enterprise management and nature of sports oriented organizations. Focuses on the key managerial functions and organizational processes needed to plan, organize, lead and control contemporary organizations. Activities provide opportunities to improve communication, strategic planning, teamwork, social responsibility, ethical decision making, and professional capacities. Offered: A.

**T BGEN 422 Corporate responsibility Capstone (3) I&S**

Culminating experience for the corporate Responsibility Minor, and challenges students to think critically about the issues of corporate responsibility and put your skills to the test through experiential learning and teamwork.

**T BGEN 468 International Business Field Experience (4-10, max. 10) I&S**

Immerses students in international business experiences that are part of a Study Abroad program. Content varies and is individually evaluated.

**T BGEN 485 Seminar in Sports Enterprise Management (5)**

Explores in-depth experience in details of making business management decisions in the sports industry. Examines, through a comprehensive project, sports industry issues and resolutions of those issues on the basis of the student's investigation, research and then presentation. Recommended: strong research and writing skills; courses involving application of research and writing. Offered: W.

**T BGEN 490 Special Topics (1-5, max. 15)**

**Business Administration**

**T BUS 101 Introduction to Business (5) I&S**

**T BUS 102 Business and Society (5) I&S**

Facilitates a better understanding of the complex relationship between private enterprise and society at large; how business influences society and is influenced by society. Focuses on the obligations business has to its nonmarket stakeholders.

**T BUS 300 Managing Organizations (5) I&S**

Examines the profession of management and nature of organizations. Focuses on the key managerial functions and organizational processes needed to plan, organize, lead and control contemporary organizations. Activities provide opportunities to improve communication, strategic planning, teamwork, social responsibility, ethical decision making, and professional capacities. Prerequisite: either T CORE 101, TWRT 112, TWRT 121, TWRT 211, TWRT 291, TWRT 331, TWRT 431, ENGL 111, ENGL 121, ENGL 131, ENGL 141, ENGL 182, ENGL 197, ENGL 198, ENGL 199, B WRIT 134, or B WRIT 135



**T BUS 301 Quantitative Analysis for Business (5) NW, QSR**

Provides statistical tools to analyze business problems and enhance decision-making. Utilizes an applied approach to organize, explore, and analyze data, design experiments, and surveys, understand estimations and significance tests, and use quantitative methods. Prerequisite: either STAT 290, or a minimum grade of 2.0 in either TMATH 110, T BGEN 200, QMETH 201, STAT 220, or STAT 311.

**T BUS 310 Effective Managerial Communications (5) VLPA/I&S**

Focuses on oral and written communication skills in an organizational environment. Provides opportunities to communicate clearly and concisely in writing, make persuasive presentations, negotiate effectively, listen to the ideas and opinions of others, provide and receive constructive feedback, explore new communication technologies, and understand the impact that globalization has on organizational communication. Prerequisite: either T CORE 101, TWRT 112, TWRT 121, TWRT 211, TWRT 291, TWRT 331, TWRT 431, ENGL 111, ENGL 121, ENGL 131, ENGL 141, ENGL 182, ENGL 197, ENGL 198, ENGL 199, B WRIT 134, or B WRIT 135

**T BUS 320 Introduction to Marketing Management (5) I&S**

Introduces the major principles and practices that are used by marketing managers in analyzing marketing problems and developing appropriate solutions. Examines how marketing operates within the global, social, and economic environment. Prerequisite: either T CORE 101, TWRT 112, TWRT 121, TWRT 211, TWRT 291, TWRT 331, TWRT 431, ENGL 111, ENGL 121, ENGL 131, ENGL 141, ENGL 182, ENGL 197, ENGL 198, ENGL 199, B WRIT 134, or B WRIT 135.

**T BUS 330 Introduction to Information Technology (5)**

Introduces techniques that managers use to locate, organize, distribute, and use information for decision making and strategic advantage. Addresses tools for managing information, including computer hardware, software, telecommunication networks, and various information system components. Includes a computer laboratory component in which students address organizational and managerial information requirements. Prerequisite: either T CORE 101, TWRT 112, TWRT 121, TWRT 211, TWRT 291, TWRT 331, TWRT 431, ENGL 111, ENGL 121, ENGL 131, ENGL 141, ENGL 182, ENGL 197, ENGL 198, ENGL 199, B WRIT 134, or B WRIT 135.

**T BUS 350 Business Finance (5)**

Focuses on understanding the sources, uses, costs, and control of funds in business organizations. Key topics include managing cash flow, evaluating the time value of money, capital budgeting, evaluating stocks and bonds, and determining the financing mix. Explores the organizational, ethical, and economic consequences of financial decisions. Prerequisite: minimum grade of 1.7 in T BUS 301, or minimum grade of 2.0 in either TMATH 124, MATH 112, or MATH 124

**T BUS 400 Business Policy and Strategic Management (5)**

Examines policy making and the role of strategy in the general management of a business organization. Students will learn strategy formulation, implementation, and application in complex situations. Prerequisite: Minimum grade of 1.7 in T BUS 300; T BUS 301; T BUS 310; T BUS 320; and T BUS 350. T BUS 330, or T ACCT 330 may be taken concurrently with T BUS 400.

**T BUS 468 Internship (3-10, max. 10)**

Provides opportunity to gain experience in a business organization to apply and experience concepts taught in the traditional classroom. Develops links between the community and the classroom. Prerequisite: Any three of T BUS 300, T BUS 301, T BUS 310, T BUS 320, T BUS 330, T BUS 350, or T

ACCT 330. Credit/no-credit only.

**T BUS 469 Undergraduate Research (1-5, max. 15)**

Provides opportunity to explore a specific management or marketing topic, idea, project, or research interest that extends previous knowledge and broadens experience. Proposals and course criteria are developed in cooperation with specific faculty members prior to course registration.

**T BUS 490 Special Topics (1-5, max. 15)**

**T BUS 500 Quantitative Methods in Business (4)**

Examines statistical concepts including probability and probability distributions. Develops an understanding of sampling and estimation procedures, hypothesis testing, and inference. Topics include correlation and regression analysis, and analysis of time series.

**T BUS 501 Financial Theory (4)**

Examines financial theory including asset valuation, capital markets, and the basic terminology of corporate finance. Focuses on time value of money, equity valuation, cost of capital, and basics of risk management as essential tools.

**T BUS 503 Financial Reporting and Analysis (4)**

Focuses on the process by which firms report economic information to users outside the firm (e.g., stockholders, potential investors, creditors, regulatory agencies). Introduces the concepts of financial accounting including preparation and analysis of financial statements.

**T BUS 504 Marketing Management (4)**

Explores the processes by which organizations create value for customers. Focuses on marketing decision making, including opportunity analysis, positioning strategies, product development/management, distribution channels, pricing tactics, and integrated marketing communications. Enables students to engage in target market selection and marketing program design.

**T BUS 506 Strategic Management (4)**

Focuses on the strategy development process in organizations and on how to create sustainable competitive advantage. Examines the strategic position of organizations, strategic choices for the future, and how one can best translate strategies into action.

**T BUS 507 Individual and Team Dynamics (4)**

Examines individual and group dynamics in business organizations to enhance understanding of key issues associated with managing people. Focuses on practice and conceptual training to hone skills in problem definition and problem solving; analysis of organizational dynamics; and managerial action that enhances individual, group, and organizational performance.

**T BUS 508 Integrated Systems (4)**

Integrates material learned in the MBA core through immersion in systems theory. Learn to view organizations as open systems and evaluate consequences of business decisions. Uses online simulation to demonstrate the interplay of various subsystems in organizations while competitive forces

create an environment of ongoing change.

**T BUS 512 Introduction to Health Policy (4)**

Examines selected topics from literature to identify the structure of healthcare systems; need and access to care; availability and organization of health resources; and quality assessment and improvement. Identifies contemporary policy issues as case studies; and examines the strengths and weaknesses of healthcare system. Offered: S.

**T BUS 520 Microeconomics for Managers (4)**

Examines ways to apply tools of intermediate microeconomic theory to issues of interest to managers. Topics include market processes, consumer theory, firm behavior in competitive and imperfectly competitive markets, product pricing, and strategic behavior.

**T BUS 530 Operations Management in Action (4)**

Examines essential topics in operations management, including operations strategy and planning; process and service design; supply chain and inventory management; quality management and statistical quality control; and forecasting and scheduling. Emphasizes concepts and skills essential for operations management in manufacturing and service firms from a strategic, operational, and analytic perspective. Offered: W.

**T BUS 569 Analytical Research (2-4, max. 4)**

Provides an opportunity to work independently exploring specific business topics in greater depth. The students must develop a research proposal and make arrangements with a faculty member to supervise the project prior to course registration. Prerequisite: Tacoma MBA student and permission of instructor.

**T BUS 570 Organization Change (4)**

Provides a multiple perspectives approach to managing change. Examines competing perspectives on change stemming from both change management approaches and organizational development approaches. Considers various change methodologies, and explores examples of best practice in change management. Experiential approach encourages the development of skills in change management.

**T BUS 590 Special Topics in Business (1-4, max. 12)**

Advanced offerings designed to respond to faculty and student interests and needs.

## **Business Administration**

**TBANLT 411 Data Management (5)**

Focuses on the skills and knowledge necessary to acquire, model, store, transform, manage and represent data, and how to convert that data to information for desired outcomes in context of small and big data. Recommended: proficiency in Excel/spreadsheets.

**TBANLT 433 Programming for Data Analytics (5)**

Provides an introduction to R programming and Python for addressing business analytics problems. Fundamentals of R and Python, data structures and their operators are covered. Use of packages and

libraries for analytics, visualization, and data structure manipulation is emphasized. Business and predictive analytics topics will be introduced with programming solutions. Recommended: proficiency in Excel/spreadsheets.

#### **TBANLT 450 Decision Modeling (5)**

Introduces the development, implementation, and utilization of business models for managerial decision making. It covers formulation of models and interpretation of the information a model produces. Some of the deterministic optimization techniques (e.g. linear/nonlinear models) and probabilistic decision-making techniques (e.g. network models and decision trees) are covered. Prerequisite: either TMATH 110, T BGEN 200, QMETH 201, STAT 220, STAT 221/CS&SS 221/SOC 221, or STAT 311.

#### **TBANLT 460 Predictive Analytics (5)**

Covers popular methods in predictive analytics including association rules, classification, regression trees, logistic regression and introduces cutting edge interactive data-visualization tools and data reduction techniques. Prerequisite: either TMATH 110, T BGEN 200, QMETH 201, STAT 220, STAT 221/CS&SS 221/SOC 221, STAT 311, or T BUS 301.

#### **TBANLT 480 Social Media Management and Analytics (5)**

Focuses on the primary concepts, methods, tools and solutions to develop a social media strategy, and to collect, process and transform social media data into information processes, knowledge, actionable decisions and processes. Covers how organizations make use of social media as a strategy to gain a competitive advantage. Recommended: proficiency in Excel/spreadsheets.

#### **TBANLT 485 Business Intelligence (5)**

Focuses on foundations of data and analytics. Explains concepts by examining innovative uses of information systems, data, and analytics to support managerial decision-making. Explores how to collect, store, manage, and convert data into information, knowledge, and actionable insights. Recommended: proficiency in Excel/spreadsheets; and either TBANLT 411, or familiarity with data and database management concepts.

#### **TBANLT 510 Business Analytics (4)**

Focuses on foundations of data and analytics-driven decision making. Explains the concepts with innovative uses of information systems, data, information, knowledge and analytics to support managerial decision-making. Explores how to collect, store, manage and convert data to information, knowledge and actionable insights.

#### **TBANLT 520 Analytics Strategy and Big Data Management (4)**

Focuses on how organizations need to make analytics part of their organizational strategy, and how they can implement analytics projects successfully by following sound project management principles. It focuses on strategy definition, initiating, planning, executing, controlling and completing analytics projects in a variety of environments for sustainable competitive advantage.

#### **TBANLT 530 Business Process and Workflow Analysis (4)**

Focuses on how organizations can evaluate, design and implement sound business process management practices, and integrate analytics into their business processes and workflows for maximum performance.

**TBANLT 540 Applied Regression Models (4)**

Focuses on statistical foundations of decision making processes. Topics may include multiple linear regression, models for quantitative and qualitative predictors, building regression models, autocorrelation, non-linear regression, piecewise linear regression, inverse prediction, weighted least squares, ridge regression, robust regression and non-parametric regression.

**TBANLT 550 Analytical Decision Making (4)**

Focuses on the skills and knowledge necessary for mastery of the use of quantitative modeling tools and techniques to support decision analysis. Some of the deterministic optimization techniques (e.g. linear, nonlinear, integer optimization, network models) and uncertain decision making techniques (e.g. decision trees, transportation models, queuing theory) are covered.

**TBANLT 560 Data Mining (4)**

Focuses on some of the primary data mining topics (descriptive, predictive and prescriptive) through advance analysis of datasets. Students will become acquainted with both the strengths and limitations of various data mining techniques like Classification, Association analysis and Cluster analysis.

**TBANLT 570 Text Mining (4)**

Focuses on some of the primary mining techniques for analyzing text data. These will be used to discover interesting patterns, extract useful knowledge, and support decision making. Topics like natural language processing, document representation, text categorization, text clustering and topic modeling will be covered.

**TBANLT 580 Social Media Analytics (4)**

Focuses on some of the primary concepts, methods, tools and solutions to develop a social media strategy, and to collect, process and transform social media data into information processes, knowledge, actionable decisions and processes. It also covers how organizations make use of social media as a strategy to gain a competitive advantage.

**TBANLT 585 Cognitive Analytics (4)**

Focuses on foundations of cognitive analytics. Evaluate the concepts with innovative uses of cognitive solutions to either solve existing business problems or create new business opportunities, and improve the performance of organizations. Analyze how to utilize cognitive tools, assistants, collaborators and coaches effectively.

**TBANLT 590 Special Topics in Business Analytics (2-4, max. 4)**

Advanced course offerings designed to respond to faculty and student interests and needs. Topic will vary. Only offered when allowed by faculty availability and sufficient student interest. Content to be announced in advance of scheduled offerings.

**TBANLT 591 Applied Project: Digital Transformation Lab I (2)**

Focuses on how to apply the concepts, methods and solutions associated with data, analytics, smart machines and digital solutions to real opportunities in an application domain. Topics will include, but are not limited to: analysis of organization and market demand, business model development, opportunity analysis for digital transformation.

**TBANLT 592 Applied Project: Digital Transformation Lab II (2)**

Focuses on processes performed to analyze and plan digital transformation and innovation to a wide variety of opportunities and challenges. Topics will include, but are not limited to: requirements gathering, defining scope, risk analysis, detailed transformation and technology planning.

**TBANLT 593 Applied Project: Digital Transformation Lab III (2)**

Focuses on processes performed to design and develop data and digital solutions to a wide variety of opportunities and challenges. Topics will include, but are not limited to: collection, storage, analysis of data and development of digital solutions.

**TBANLT 594 Applied Project: Digital Transformation Lab IV (2)**

Focuses on processes performed to prototype data and digital solutions to a wide variety of opportunities and challenges. Topics will include, but are not limited to: develop, prototype and lessons learned, analyze findings, recognize ethical dilemmas and social responsibilities.

**TBANLT 600 Independent Study or Research (2-4, max. 4)**

Provides an opportunity to work independently exploring specific data and business analytics topics in greater depth. The student must develop a research proposal and make arrangements with a faculty member to supervise the project prior to course registration. permission of faculty is required.

**TBANLT 601 Internship (2-4, max. 4)**

Provides students with practical knowledge and experience in a private or public work environment. Gives students opportunities to develop a strategic plan under faculty guidance, and to perform field work utilizing the skills developed in the classroom. Permission of faculty is required.

## **Business Economics**

**TBECON 220 Introduction to Microeconomic Theory (5) I&S, QSR**

Introduces microeconomic theory applied to individual decision-making, analysis of markets, and the role of prices. Specific topics include consumer demand, production, exchange, resource allocation, and government intervention.

**TBECON 221 Introduction to Macroeconomic Theory (5) I&S, QSR**

Involves the study and analysis of the aggregate economy. Topics include the determination of national income, inflation, business fluctuations, unemployment, monetary systems, the federal budget, and international trade.

**TBECON 420 Intermediate Microeconomic Theory (5) QSR**

Applies tools of intermediate microeconomic theory to issues of particular interest to business students. Topics include market processes, consumer theory, firm behavior in competitive and imperfectly competitive markets, product pricing, and strategic behavior. Prerequisite: either a minimum grade of 1.7 in T BUS 301, or a minimum grade of 2.5 in either TMATH 122, TMATH 124, MATH 112, or MATH 124; and a minimum grade of 2.0 in either TBECON 220, TECON 200, or ECON 200.

**TBECON 421 Intermediate Macroeconomic Theory (5)**

Focuses on the use of intermediate economic theory to understand how financial markets are affected by macroeconomic variables. Specific emphasis is placed on international markets and how to assess the impact of difference macroeconomic policies. Prerequisite: either a minimum grade of 1.7 in T BUS 301, or a minimum grade of 2.0 in either TMATH 122, TMATH 124, MATH 112, or MATH 124; and a minimum grade of 2.0 in either TBECON 220, TECON 200, or ECON 200.

**TBECON 422 Econometrics (5)**

Examines the statistical tools that are used to study financial and economic data, including multiple regression, regression diagnostics, time series models, stationarity, and cointegration. Applies these tools using modern statistical software. Prerequisite: either a minimum grade of 1.7 in T BUS 301, or a minimum grade of 2.0 in MATH 112, TMATH 122, TMATH 124, or MATH 124; and a minimum grade of 2.0 in TBECON 221, TECON 201, or ECON 201.

**TBECON 423 FINANCIAL MARKETS AND INSTITUTIONS (5)**

Examines the economic role of modern financial institutions and their relationship to the money and capital markets of developed economies. Includes the financial system, the Federal Reserve System, monetary policy, international financial relationships, and interest rate theory. Prerequisite: Minimum grade of 2.5 in TMATH 124, MATH 112, or MATH 124 or 1.7 in TBUS 301.

**Finance****T FIN 420 Visual Basic Programming of Excel-based Financial Models (5)**

Develops Visual Basic financial model applications in the Excel spreadsheet. Includes a review of Excel, Visual Basic fundamentals, Excel financial functionalities, and extending Excel with Visual Basic. Applicable for students with a financial or information systems background. Prerequisite: minimum 2.0 in T BUS 350; either T BUS 330 or T ACCT 330.

**T FIN 422 Investment Valuation (5)**

Examines the valuation of financial assets including stocks, bonds, and businesses. Focuses on discounted cash flow, risk, market efficiency, dividend discount, and relative valuation models. Prerequisite: T BUS 301; and minimum 2.0 grade in T BUS 350.

**T FIN 425 Finance and Investment (5)**

Introduces all facets of finance and investment, including personal financial planning, budgeting, and investment. Emphasizes developing strategies and managing finance and investments in an efficient, profitable manner to accomplish financial goals. Prerequisite: T BUS 301; and minimum 2.0 grade in T BUS 350.

**T FIN 426 Portfolio Management (5)**

Focuses on in-depth analysis of investing, portfolio analysis, and financial markets. Students analyze and restructure balance sheets, create and manage a stock portfolio, investigate domestic and international financial markets, explore the local income property real estate market, and spend time in a local brokerage house. Prerequisite: minimum 2.0 grade in T BUS 350.

**T FIN 427 Derivatives (5)**

Examines the characteristics and valuation of derivative instruments including forward and futures

contracts, options and swaps. Focuses on the role of these instruments in risk management and portfolio management. Prerequisite: T BUS 301; and minimum 2.0 grade in T BUS 350.

**T FIN 430 Intermediate Business Finance (5)**

Focuses on the financial management of business organizations. Topics include capital structure determination, dividend policy, working capital management, and corporate risk management. Prerequisite: minimum grade of 2.0 in T BUS 350.

**T FIN 431 Financial Statement Analysis (5)**

Enhances the understanding of accounting principles and techniques used to prepare financial statements. Examines the methods analysts can employ to increase the relevance of financial information. Demonstrates the use of financial statement data for analyzing firms. For non-accounting students only. Prerequisite: minimum grade of 2.0 in T BUS 350.

**T FIN 440 International Finance (5)**

Examines foreign exchange markets, international capital markets, and international goods markets from a business standpoint. Covers the models and theory describing these types of markets and how they function relative to the global business environment. Prerequisite: T BUS 350

**T FIN 457 Entrepreneurial Finance (5)**

Examines important financial issues faced by entrepreneurs including cash flow forecasts, valuing startup business, obtaining startup capital, funding the fast growth of a venture, and exiting the venture investment. Prerequisite: a minimum grade of 2.0 T BUS 350.

**T FIN 490 Special Topics in Finance (1-5, max. 10)**

Study and research on topics of current concern to faculty and students. Only offered when allowed by faculty availability and sufficient student interest. Seminar content to be announced in advance of scheduled offerings. Cannot be taken for credit if credit received for FIN 490 or B BUS 459. Prerequisite: minimum grade of 2.0 in T BUS 350.

**T FIN 526 Portfolio Management (4)**

Provides an understanding of investor decision making under uncertainty, and how portfolios may be used to reduce risk. Explores the portfolio management process including construction, revision, and protection of both fixed income and equity portfolios. Covers performance evaluation and risk management. Prerequisite: T BUS 501.

**T FIN 530 Corporate Finance (4)**

Examines important issues faced by corporate managers, including long-term financing, management of short-term assets, short-term financing, and corporate risk management.

## **Management**

**T MGMT 314 Interpersonal Skills (5) VLPA/I&S**

Emphasizes interpersonal dynamics in the workplace and improving interpersonal skills. Topics include major dimensions of interpersonal communication, interpersonal decision making and strategic analysis of interpersonal dynamics in organizations. Covers making better choices in interpersonal communication,



developing positive working relationships in organizations, and improving quality of workplace outcomes.

**T MGMT 418 Legal Issues for Business (3-5, max. 10) I&S**

Explores the impact of the changing legal environment on managerial decision making and issues that business managers confront to establish appropriate managerial strategies to function effectively and develop compliance guidelines. Utilizes specific tools to access legal resources for proactively recognizing, framing, and analyzing opportunities and problems and developing situations. Prerequisite: either T CORE 101, TWRT 112, or ENGL 131.

**T MGMT 420 Managing Corporate Responsibility (5)**

Focuses on strategic and dynamic issues that are key to building high-performing organizations with a sense of ethics, civic engagement and social responsibility. Provides a theoretical and practical understanding of what role organizations should play in society.

**T MGMT 430 Managing the Workforce (5)**

Focuses on managing employees as a human resource function in organizations. Examines skills important for attracting, developing, and maintaining an effective workforce. Explores planning, forecasting, job analysis, training, performance appraisal, wage and salary administration, compensation, legal requirements, and disciplinary functions. Prerequisite: T BUS 300, T BUS 320.

**T MGMT 433 Managing Organizational Diversity (5) I&S**

Focuses on key behavioral, social and organizational requisites needed to cultivate competency in managing diversity. Provides experiential opportunities to discover and improve understanding about the self and others. Key interests include skills and strategies needed to manage and support increasingly diverse organizations. Prerequisite: T BUS 300; T BUS 310.

**T MGMT 452 The Dynamics of Leadership (5) I&S**

Examines leadership as a process by focusing on a repertoire of practical and theoretical leadership principles. Examines leaders and their complex roles in managing organizational issues. Provides opportunity to learn and apply leadership skills.

**T MGMT 455 Managing and Motivating Work Teams (5) I&S**

Concentrates on interpersonal and management skills needed to create and maintain effective groups. Focuses on interpersonal skills assessment, conflict management, interdependency, collaborative relationships, norms, feedback, reward systems, goal setting, and self-management.

**T MGMT 457 Negotiation and Conflict Management (5) I&S**

Explores the art and science of reaching agreements in competitive and collaborative situations where two or more parties are interdependent. Addresses negotiation in the organizational context. Emphasizes developing skills in situation assessment, negotiation planning, distributive and integrative bargaining.

**T MGMT 465 Board Governance I (2) I&S**

Introduces nonprofit board membership and governance. Students serve as apprentices with nonprofit organizations and act as nonvoting board members. Provides experiences in gathering and assessing information and materials related to nonprofit governance practices. Prerequisite: either T CORE 101,

TWRT 112, or ENGL 131. Offered: W.

**T MGMT 466 Board Governance II (5) I&S**

Examines theories of nonprofit governance related to planning, organization design, leadership, financial management, and culture that are applicable to both nonprofits and businesses. Students apply this knowledge to their continuing apprenticeship experience. Builds skills in teamwork, communication, meeting management, assessment, analysis, and providing feedback. Prerequisite: T MGMT 465. Offered: Sp.

**T MGMT 474 Entrepreneurship: Idea Development (5)**

Explores techniques used to develop business opportunities. Examines the heart of entrepreneurship: the idea. Focuses on idea development, emphasizing the strategic feasibility of the business idea. Builds critical thinking skills and encourages professional communication skills via student projects and class activities. Prerequisite: minimum grade of 1.7 in T BUS 300; minimum grade of 1.7 in T BUS 320.

**T MGMT 475 Creating, Leading, and Implementing Change (5)**

Explores the repertoire of concepts, ideas, tools, and techniques for understanding the dynamics of change and how successful leaders learn to create, implement, and manage change. Provides opportunities to examine and experience change management in contemporary organizations. Prerequisite: T BUS 300, T BUS 310.

**T MGMT 478 International Business (5)**

Introduces the main issues concerning international economic relations. Covers topics in the political, economic, and cultural analysis of the global environment and examines the managerial responses appropriate for international business. Prerequisite: T BUS 300; T BUS 320.

**T MGMT 480 International Management (5)**

Introduces the main issues concerning international management. Covers topics related to how managers pursue the global objectives of their organizations, including international strategy, modes of market entry, organization, staffing, and other cross-cultural management issues. Prerequisite: T BUS 300.

**T MGMT 490 Special Topics in Management (5, max. 15)**

**T MGMT 512 Business Ethics and Social Responsibility (4)**

Focuses on the ethical and moral challenges that are an everyday part of organizational life for managers. Addresses the societal consequences of managerial decisions and organizational actions. Considers global variance in ethical standards and impact of ethical behavior on organizational performance.

**T MGMT 516 Business Communication (4)**

Explores the functions, elements and types of communication that are important in business settings. Promotes understanding of important communication dynamics, and enhances the ability to communicate strategically and professionally in organizations.

**T MGMT 518 Business Law (4)**

Examines legal issues in a business context. Considers law as a strategic tool to help achieve core business objectives, create value, and manage risk. Addresses legal aspects of business management, agreements and relationships including: contract, torts, product liability, employment, intellectual property, agency and business organizations.

**T MGMT 557 Negotiations (4)**

Focuses on negotiation as an essential tool for managers to make deals and resolve disputes. Key topics include negotiation planning and strategy, distributive and integrative bargaining, and communication and power. Emphasis is placed on research-based knowledge and skill acquisition through participation in role-plays.

**T MGMT 574 New Business Ventures (4)**

Examines the legal, financial, strategic, and managerial challenges of creating and operating new businesses. Topics include building an entrepreneurial firm, developing start-up strategy, creating business plans, obtaining venture financing, and managing a growing company.

## **Marketing**

**T MKTG 355 Professional Sales (5)**

Examines the modern way to sell via a relationship process, emphasizing skills for success as a field sales representative. Analyzes the steps in the selling process in detail. Encourages competencies in flexibility, strategic thinking, and communication. Prerequisite: T BUS 300; T BUS 320.

**T MKTG 425 Advertising (5)**

Explores the creative processes used in the field of advertising. Topics include advertising copywriting, art direction, production and media selection. Provides exposure to advertising theory with a focus on practical application in the industry. Emphasizes problem-solving, communication, strategic thinking and teamwork skills. Prerequisite: a minimum grade of 1.7 in T BUS 320.

**T MKTG 430 Retailing (5) VLPA, QSR**

Examines how retailers run the business. Investigates retail store location, merchandise management, store layout, buying, stock control, customer service and relationship management, pricing, coordination of store activities, policies and systems, and promotion programs. Emphasizes strategic and operational complexities of retailing.

**T MKTG 440 Business Marketing (5)**

Examines process by which businesses are served by other businesses. Includes analyzing existing business relationships to identify problems and opportunities, developing and modifying products, establishing and managing relationships, setting prices, and undertaking promotional efforts, especially personal selling. Presents a strategic focus from a managerial perspective. Communication, strategic thinking, problem-solving and flexibility skills. Prerequisite: T BUS 320.

**T MKTG 445 Service Marketing (5)**

Examines new marketing tools and ideas specifically applicable within the service industry where organizations require a distinctive approach to the development and execution of marketing strategies.

Emphasizes strategic thinking, problem solving, and communication skills. Prerequisite: T BUS 320.

**T MKTG 448 Sales Management (5)**

Examines the modern way to sell from the Manager's perspective. Managing will be looked at from the perspective of managing down (sales staff), managing horizontally (peer management) and managing up (supervisor and above). Explores the relative importance of sales in various types of business.

Prerequisite: a minimum grade of 1.7 in T BUS 300; and a minimum grade of 1.7 in T BUS 320.

**T MKTG 450 Consumer Marketing (5) I&S**

Examines social science and consumer behavior research for concepts and principles that marketers can use to better understand customers and meet their needs. Applies insights gained from the disciplines of sociology, anthropology and psychology to real-world marketing situations. Emphasizes problem-solving, communication and strategic thinking skills. Prerequisite: a minimum grade of 1.7 in T BUS 320.

**T MKTG 460 Research Methods (5)**

Explains the research process including problem definition, research design, questionnaire construction, sample selection, interviewing and data analysis. Involves field application of course knowledge along with written and oral reports. Emphasizes problem solving, flexibility and communication skills.

Prerequisite: T BUS 320.

**T MKTG 470 Sports Marketing (5)**

Examines the essentials of effective sports marketing activities. Topics include sports consumption, branding, sport segmentation, delivering the sports experience, developing and communicating the brand story, and leveraging the brand through sponsorship-linked marketing. Emphasizes communication, teamwork, and strategic thinking. Prerequisite: a minimum grade of 2.0 in T BUS 320.

**T MKTG 471 Ecommerce (5)**

Examines how Internet technologies transform the conduct of business both within and between organizations. Introduces the technical architecture and business principles that underlie the ecommerce phenomenon. Explores the implications of the evolving technologies for managerial decision making, organizational strategies, industry structures, and public policy. Prerequisite: T BUS 320; T BUS 330.

**T MKTG 475 Marketing Strategy (5)**

Provides a comprehensive framework for the development of competitive marketing strategies that achieve organizational goals and objectives and build competitive advantage. Includes all the activities and procedures necessary to develop a marketing plan, including the implementation, evaluation, and control of a firm's marketing dynamics. Prerequisite: T BUS 320.

**T MKTG 480 International Marketing (5)**

Extends basic marketing knowledge by examining the marketing strategies and tactics of companies that do business across borders. Topics include how firms research, identify, and enter international markets, and develop global marketing strategies. Prerequisite: T BUS 320.

**T MKTG 490 Special Topics in Marketing (5, max. 15)**

Prerequisite: minimum grade of 1.7 in T BUS 320.

**T MKTG 560 Managerial and Marketing Research (4)**

Examines research design, data collection, and data interpretation as critical elements of diagnosing organizational, managerial, and marketing problems. Provides practical and theoretical insights into gathering information about organizational problems and opportunities. Prerequisite: T BUS 504.

**T MKTG 580 International Marketing (4)**

Examines the marketing strategies and tactics of companies that conduct international business. Explores how firms identify, research, and enter international markets, and the process used to develop global marketing strategies that are appropriate for those markets. Prerequisite: T BUS 504.

# School of Education

The University of Washington Tacoma School of Education offers graduate-level programs that help you start or advance your career in the education field. Whether you are aspiring to be a first-time teacher, looking to advance your career, or preparing for a high-level leadership role, UW Tacoma is ready to meet you where you are in life and guide you to the best path forward.

**If you want to become a teacher, if you are already a teacher, or you are a current or aspiring leader, come join us and let us help you meet your goals!**

## Mission

The mission of the UW Tacoma School of Education is to prepare ethical and reflective educators who transform learning, contribute to the community, exemplify professionalism and promote diversity.

## Vision

Educate, Empower, Excel.

## Values

School of Education faculty and staff exhibit integrity by upholding the values of:

- **Knowledge** - Our discovery, development, and dissemination of scholarship that informs theory and practice
- **Service** - Our beneficial contribution to the community
- **Professional excellence** - Our dedication to helping teachers and leaders to help children as we advance the profession of education
- **Justice** - Our ability to create and advance economic, social and educational opportunities
- **Diversity** - Our commitment to understand and respectfully engage the complexity, multidimensionality, and strength of race, ethnicity, class, culture, language, gender, sexuality, age, intellectual ability, physical ability, and religion.

## Program goals

The School of Education faculty will:

1. Promote and support social justice
2. Promote and support diversity
3. Engage in outstanding faculty scholarship
4. Provide innovative and high-quality teaching
5. Collaborate with communities and schools and provide service in the field
6. Provide educational offerings that meet professional and regional needs for high quality, rigorous, and accessible educational programs
7. Support interdisciplinary education

## Student learning outcomes

Upon graduation from the School of Education, students will be able to:

1. Integrate theory, research, ethics, and experience to implement best practices in assessment, instruction and classroom management
2. Develop an integrated philosophical framework that clarifies and guides educational practices
3. Develop the dispositions, knowledge and skills to collaborate in professional learning communities
4. Demonstrate strategic decision making for the betterment of the students, classrooms, families, schools and communities
5. Develop a reflective practice that addresses the complexity and strength of race/ethnicity, class, culture, language, genders, sexualities, age, mental/physical ability and religion

## Graduate Degrees

The School of Education offers the following programs:

- Master of Education  
With Certification Options for:
  - K-8 with English Language Learners Teacher Certification
  - K-8 and K-12 Special Education Teacher Certification
  - Secondary Math or Science Teacher Certification
  - Educational Administrator Certification
- Master of Education for Practicing Educators
- Doctor of Education in Educational Leadership

## Endorsements

The University of Washington Tacoma offers several endorsements:

- Endorsements for Practicing Educators

## Master of Education

The master of education (M.Ed.) degree is organized under the umbrella of the School of Education at UW Tacoma. Within that framework, we offer the following M.Ed. programs:

- K-8 Teacher Certification with Special Education
- K-8 Teacher Certification with English Language Learners
- Secondary Teacher Certification in the Sciences or Mathematics
- Master of Education for Practicing Educators
- Educational Administration

Programs vary in length, focus and requirements. Some are part-time and some are full-time. Upon acceptance, all students are assigned an advisor to find the most reasonable and efficient means of reaching their desired goal.

## K-8 with English Language Learners (ELL) Certification

The K-8 Elementary Education with English Language Learners (ELL) program begins in summer quarter only and is five quarters of full-time, mostly daytime, study and clinical practice for the certificate only. Your day may begin as early as 7 a.m. and there may be occasional evening components. Students wishing to also obtain a master's degree can usually complete this in an additional year of part-time evening study which is conducive to a working teacher's schedule.

The Master of Education Program with a focus on Teacher Education features an introduction to teaching in all areas of the elementary and middle school curriculum, preparation for non-curricular aspects of the teacher's role, reflection on contemporary issues in education and frequent supervision. Mentor teachers and university faculty work together to provide students with a program that ensures integration of course content with hands-on experience. Student candidates will begin their Autumn Quarter Clinical Practice the first day of public schools, or earlier to attend building orientations or professional development days. Please note you may need to start your clinical practice as early as mid to late August.

This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning. Students will earn certification in K-8 Elementary Education and English Language Learners (ELL).

## Admission Requirements

Because the program of study must be completed in sequence, students are admitted for **summer quarter only**. The application process is completed entirely online within the UW Graduate School Application. All materials will be either uploaded or completed online. Your application will not be reviewed for admission until all materials have been received. Complete applications received by the application date will be assured of a review; complete applications received after the application date will be reviewed on a space-available basis.

## Bachelor's degree

All applicants must have earned a bachelor's degree from a regionally-accredited university or college. Applicants who are in the final quarter or semester of their undergraduate work may apply for provisional admission, but must hold a bachelor's degree before beginning the Teacher Certification Program.

## 3.0 grade-point average

Calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may be eligible for admission depending on the quality of their complete application file.

## UW Graduate School Application

When applying online, be sure to choose "Graduate" from the pull-down menu of application types, then "Education - Tacoma (MEd - Elementary Education)" from the pull-down menu of graduate programs. The UW Tacoma School of Education does not accept graduate non-matriculated applications for admission to the Teacher Certification program.



## Unofficial transcripts

From every college or university you have attended must be uploaded into the online application. If admitted to the program, **one official transcript** from your bachelor's degree college (except if UW) will be required by the UW Seattle Graduate Admissions Office.

## Courses in the following Subject Areas

All prerequisite courses, unless otherwise stipulated, must be 100-level or above, and the applicant must receive at least a 2.7 ("B-") grade. All prerequisite courses must be completed by the time the program begins in summer quarter.

Subject area	Requirement
<b>Writing</b>	Two (2) Writing Intensive Courses - e.g. English Composition <b>AND</b> Literature (or other Writing Intensive Course).
<b>Child, Adolescent or Lifespan Development</b>	Course that covers the major concepts, principles, theories, and research related to the development of children and young adolescents.

## Program Selection Document

Requires that you indicate the certification option that you will pursue.

## Personal goal statement

The mission and values of the University of Washington Tacoma School of Education underscore our primary goal of building teacher capacity to understand and meet P-12 student needs. In this context, please include the following in your 2- page double-spaced goal statement:

Holistic criteria will be used for goal statement evaluation and will include attention to clarity and quality of discussion, example specificity, and mechanics.

*You may wish to review UWT School of Education mission and values for guidance.*

A discussion of: 1) Your experiences in seeking to understand and meet the needs of children and youth; 2) and how those experiences shape your professional ambitions.

A discussion of how UW Tacoma graduate studies in the School of Education will help meet your professional goals.

## Resume

Resume of professional experience, educational background and other relevant information including volunteer experience.

## **Two Letters of Recommendation**

Letters of recommendation should be secured from non-relative persons (no family or friends) who can describe your professional potential for working with children as a future educator and/or for managing the academic requirements of a rigorous graduate school program of study. The letters of recommendation are incorporated into the online application and you will identify your recommenders within the application.

## **40 hours of Documented Experience**

(Minimum) within the last 5 years in a school classroom or group instructional setting. The experience should closely match the age level you wish to teach. This requirement must be completed by the time the program begins in summer quarter.

## **WEST-B, SAT, ACT (or other state approved) test scores**

In April 2019, Governor Jay Inslee signed HB 1621 which changes the WEST-B (Basic Skills) testing requirement for Washington state teaching certification. Before HB 1621, all teacher candidates were required to pass all three WEST-B subtests with a score of 240 or higher (or corresponding state approved test scores) for admission to a teacher preparation program. This new law still requires that teacher candidates take the WEST-B or an equivalent basic skills exam like the SAT or ACT, but no longer requires a passing score for admission or to become a certified teacher. Therefore, we only require a test to be taken once. **NOTE:** All three sections (Reading, Writing and Math) must be taken no later than May 1<sup>st</sup> of the year you apply. Here is a link to the [WEST website](#)

## **Washington Educator Skills Test-Endorsement (WEST-E) / National Evaluation Series (NES)**

WEST-E and NES tests are not required for admission, but are required to be taken within our Teacher Certification Program.

## **Personal interview**

Be prepared for a March to early April interview which will be conducted in a group format. You should prepare as you would for a job interview. This means you should dress as you would for teaching. In addition to responses to interview questions, faculty will be considering communication skills, professional behavior and your current perspective regarding teaching. This is an opportunity for you to shine as a prospective member of the cohort and to demonstrate professional skills. Please consider this in your planning and preparation for the interviews. The interview is required as part of the admissions process.

## **Academic Standards/Policies**

Each Master of Education (M.Ed.) student must satisfy both Graduate School and School of Education minimum degree requirements. It is the responsibility of each graduate student to complete the required course work as stipulated for each degree option.

The Graduate School supports all department requirements and will not authorize graduation unless the department has indicated that the student has satisfied the requirements. Students are encouraged to visit the School of Education office or website ([tacoma.uw.edu/education](http://tacoma.uw.edu/education)) for assistance in understanding the various program requirements, obtaining forms, or locating other services on campus. Each student must meet with an advisor to develop a program plan that will lead to the completion of degree requirements.

## Graduation Requirements

### Program Plans

For current program plans, visit the [School of Education website](#).

In addition to the state of Washington certification requirements, all students must complete the following course work:

- T EDUC 501
- T EDUC 502
- T EDUC 503
- T EDUC 510
- T EDUC 519
- T EDUC 520
- T EDUC 526
- T EDUC 541
- T EDUC 548
- T EDUC 549
- T EDUC 555
- T EDUC 560
- T EDUC 561
- T EDUC 562
- T EDUC 563
- T EDUC 564
- T EDUC 565
- T EDUC 569
- T EDUC 587
- T EDUC 588
- T EDUC 589
- T EDUC 590 (3 quarters)

The above courses represent five full-time quarters of study beginning in summer quarter.

### Additional Degree Requirements for a Master of Education: 9 credits

- Complete the following courses:
  - T EDUC 504 (3)
- Complete a project course sequence:
  - T EDUC 599 (3)
  - T EDUC 599 (3)

### Washington State Certification

Upon successful completion of the Teacher Certification program, a passing score on the NES exam for Elementary Education, and a passing score on the edTPA assessment, and the completion of other state requirements, students will be recommended to the Office of the Superintendent of Public Instruction for a Residency Teacher Certificate with an endorsement in Elementary Education. Students earn an additional endorsement in Special Education or English Language Learners after earning a passing score on the WEST-E exam for Special Education or English Language Learners.

Students may qualify for additional endorsements based on a passing score on the WEST-E or NES for their endorsement area. For more information on the exams, go to [www.west.nesinc.com](http://www.west.nesinc.com) or [www.nestest.com](http://www.nestest.com).

**Program plans are subject to change.**

## **K-8 with K-12 Special Education Certification**

The K-8 Elementary Education with K-12 Special Education program begins in summer quarter only and is five quarters of full-time, mostly daytime, study and clinical practice for the certificate only. Your day may begin as early as 7 a.m. and there may be occasional evening components. Students wishing to also obtain a master's degree can usually complete this in an additional year of part-time evening study which is conducive to a working teacher's schedule.

The Master of Education Program with a focus on Teacher Education features an introduction to teaching in all areas of the elementary and middle school curriculum, preparation for non-curricular aspects of the teacher's role, reflection on contemporary issues in education and frequent supervision. Mentor teachers and university faculty work together to provide students with a program that ensures integration of course content with hands-on experience. Student candidates will begin their Autumn Quarter Clinical Practice the first day of public schools, or earlier to attend building orientations or professional development days. Please note you may need to start your clinical practice as early as mid to late August. Students will earn certification in K-8 Elementary Education **and** K-12 Special Education.

This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning. Students will earn certification in K-8 Elementary Education and K-12 Special Education.

## **Admission Requirements**

Because the program of study must be completed in sequence, students are admitted for **Summer Quarter only**. The application process is completed entirely online within the UW Graduate School Application. All materials will be either uploaded or completed online. Your application will not be reviewed for admission until all materials have been received. Complete applications received by the application date will be assured of a review; complete applications received after the application date will be reviewed on a space-available basis.

### **Bachelor's degree**

All applicants must have earned a bachelor's degree from a regionally-accredited university or college. Applicants who are in the final quarter or semester of their undergraduate work may apply for provisional admission, but must hold a bachelor's degree before beginning the Teacher Certification Program.

### **3.0 grade-point average**

Calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may be eligible for admission depending on the quality of their complete application file.

## UW Graduate School Application

When applying online, be sure to choose "Graduate" from the pull-down menu of application types, then "Education - Tacoma (MEd - Elementary Education)" from the pull-down menu of graduate programs. The School of Education does not accept graduate non-matriculated applications for admission to the Teacher Certification program.

### Unofficial transcripts

From every college or university you have attended must be uploaded into the online application. If admitted to the program, **one official transcript** from your bachelor's degree college (except if UW) will be required by the UW Seattle Graduate Admissions Office.

### Courses in the following subject areas

All prerequisite courses, unless otherwise stipulated, must be 100-level or above, and the applicant must receive at least a 2.7 ("B-") grade. All prerequisite courses must be completed by the time the program begins in summer quarter.

Subject area	Requirement
<b>Writing</b>	Two (2) Writing Intensive Courses - e.g. English Composition AND Literature (or other Writing Intensive Course).
<b>Child, Adolescent or Lifespan Development</b>	Course that covers the major concepts, principles, theories, and research related to the development of children and young adolescents.

### Program Selection Document

Requires that you indicate the certification option that you will pursue.

### Personal goal statement

The mission and values of the University of Washington Tacoma School of Education underscore our primary goal of building teacher capacity to understand and meet P-12 student needs. In this context, please include the following in your 2- page double-spaced goal statement:

Holistic criteria will be used for goal statement evaluation and will include attention to clarity and quality of discussion, example specificity, and mechanics.

*You may wish to review UWT School of Education mission and values for guidance.*

- A discussion of: 1) Your experiences in seeking to understand and meet the needs of children and youth; 2) and how those experiences shape your professional ambitions.
- A discussion of how UW Tacoma graduate studies in the education program will help meet your professional goals.

## **Resume**

Resume of professional experience, educational background and other relevant information including volunteer experience.

## **Two Letters of Recommendation**

Letters of recommendation should be secured from non-relative persons (no family or friends) who can describe your professional potential for working with children as a future educator and/or for managing the academic requirements of a rigorous graduate school program of study. The letters of recommendation are incorporated into the online application and you will identify your recommenders within the application.

## **40 hours of Documented Experience**

(Minimum) within the last 5 years in a school classroom or group instructional setting. The experience should closely match the age level you wish to teach. This requirement must be completed by the time the program begins in summer quarter.

## **WEST-B, SAT, ACT (or other state approved) test scores**

In April 2019, Governor Jay Inslee signed HB 1621 which changes the WEST-B (Basic Skills) testing requirement for Washington state teaching certification. Before HB 1621, all teacher candidates were required to pass all three WEST-B subtests with a score of 240 or higher (or corresponding state approved test scores) for admission to a teacher preparation program. This new law still requires that teacher candidates take the WEST-B or an equivalent basic skills exam like the SAT or ACT, but no longer requires a passing score for admission or to become a certified teacher. Therefore, we only require a test to be taken once. **NOTE:** All three sections (Reading, Writing and Math) must be taken no later than May 1<sup>st</sup> of the year you apply. Here is a link to the [WEST website](#).

## **Washington Educator Skills Test-Endorsement (WEST-E) / National Evaluation Series (NES)**

WEST-E and NES tests are not required for admission, but are required to be taken within our Teacher Certification Program.

## **Personal interview**

Be prepared for a March to early April interview which will be conducted in a group format. You should prepare as you would for a job interview. This means you should dress as you would for teaching. In addition to responses to interview questions, faculty will be considering communication skills, professional behavior and your current perspective regarding teaching. This is an opportunity for you to shine as a prospective member of the cohort and to demonstrate professional skills. Please consider this in your planning and preparation for the interviews. The interview is required as part of the admissions process.

## **Academic Standards/Policies**

Each Master of Education (M.Ed.) student must satisfy both Graduate School and School of Education minimum degree requirements. It is the responsibility of each graduate student to complete the required course work as stipulated for each degree option.

The Graduate School supports all department requirements and will not authorize graduation unless the department has indicated that the student has satisfied the requirements. Students are encouraged to visit the School of Education office or website ([tacoma.uw.edu/education](http://tacoma.uw.edu/education)) for assistance in understanding the various program requirements, obtaining forms, or locating other services on campus. Each student must meet with an advisor to develop a program plan that will lead to the completion of degree requirements.

## **Graduation Requirements**

Current program plans are available on the [Education Website](#)

In addition to the state of Washington certification requirements, all students must complete the following course work:

- T EDUC 501
- T EDUC 502
- T EDUC 503
- T EDUC 504
- T EDUC 510
- T EDUC 520
- T EDUC 526
- T EDUC 527
- T EDSP 541
- T EDSP 544
- T EDSP 546
- T EDSP 547
- T EDSP 548
- T EDSP 550
- T EDSP 551
- T EDUC 554
- T EDUC 560
- T EDUC 561
- T EDSP 587
- T EDUC 588
- T EDSP 589
- T EDUC 590 (3 quarters)

The above courses represent five full-time quarters of study beginning in summer quarter.

## **Additional Degree Requirements: 9 credits**

During year two of the Dual Track Certification program, courses designed to support new teachers in their first year of teaching (induction year) will be offered during late afternoons (4:15 p.m.). Mentoring designed to coordinate with the university program also will be offered.

- T EDSP 595
- T EDSP 583
- T EDSP 584

## Washington State Certification

Upon successful completion of the Teacher Certification program, a passing score on the NES exam for Elementary Education, and a passing score on the edTPA assessment, and the completion of other state requirements, students will be recommended to the Office of the Superintendent of Public Instruction for a Residency Teacher Certificate with an endorsement in Elementary Education. Students earn an additional endorsement in Special Education or English Language Learners after earning a passing score on the WEST-E exam for Special Education or English Language Learners.

Students may qualify for additional endorsements based on a passing score on the WEST-E or NES for their endorsement area.

### Program plans are subject to change

## Secondary Certification in the Sciences or Mathematics

The Master of Education Program with a focus on Secondary Certification partners with local schools to prepare future teachers to help students in middle and high school gain knowledge and success in science or mathematics. The preparation of secondary teachers in the sciences or mathematics education addresses among the most significant gaps in the teacher corps today.

The Secondary Certification program begins in summer quarter only and is four quarters of full-time (mostly evening) study and clinical practice (or approx. two years part-time) for the certificate only. Students wishing to also obtain a master's degree can usually complete this in an additional year of part-time evening study, which is conducive to a working teacher's schedule.

This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning.

Students will earn certification in a content area:

- Biology
- Chemistry
- Earth and Space Science
- Physics
- Mathematics

## Admission Requirements

Because the program of study must be completed in sequence, students are admitted for **summer quarter only**. The application process is completed entirely online within the UW Graduate School Application. All materials will be either uploaded or completed online. Your application will not be reviewed for admission until all materials have been received. Complete applications received by the application date will be assured of a review; complete applications received after the application date will be reviewed on a space-available basis.

## Bachelor's Degree

from a regionally-accredited university or college. Applicants who are in the final quarter or semester of their undergraduate work may apply for provisional admission, but must hold a bachelor's degree before beginning the Secondary Certification Program.



### **3.0 Grade-Point Average**

calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may be eligible for admission depending on the quality of their complete application file.

### **UW Graduate School Application**

When applying online, be sure to choose "Graduate" from the pull-down menu of application types, then "Education - Tacoma (MEd - Secondary Education)" from the pull-down menu of graduate programs. The School of Education does not accept graduate non-matriculated applications for admission to the Teacher Certification programs.

### **Unofficial Transcripts**

From every college or university you have attended must be uploaded into the online application. If admitted to the program, one **official** transcript from your bachelor's degree college (except if UW) will be required by the UW Seattle Graduate Admissions Office.

### **Courses in the Following Subject Areas**

The applicant must have earned at least a 2.0 ("C") grade in all Mathematics or Science prerequisite courses and at least a 2.7 ("B-") grade in Developmental Psychology. All prerequisite courses must be completed before the Secondary Education program begins in summer quarter. Please see the School of Education website for the prerequisite worksheet for your content area.

### **Program Selection Document**

requires that you indicate the certification option that you will pursue.

### **Personal Goal Statement**

The mission and values of the University of Washington Tacoma School of Education underscore our primary goal of building teacher capacity to understand and meet P-12 student needs. In this context, please include the following in your 2 page double-spaced goal statement:

Holistic criteria will be used for goal statement evaluation and will include attention to clarity and quality of discussion, example specificity, and mechanics.

*You may wish to review UWT School of Education mission and values for guidance.*

- A discussion of: 1) Your experiences in seeking to understand and meet the needs of children and youth; 2) and how those experiences shape your professional ambitions.
- A discussion of how UW Tacoma graduate studies in the education program will help meet your professional goals.

### **Resume**

Resume of professional experience, educational background and other relevant information including volunteer experience.

## **Two Letters of Recommendation**

Letters of recommendation should be secured from non-relative persons (no family or friends) who can describe your professional potential for working with children as a future educator and/or for managing the academic requirements of a rigorous graduate school program of study. The letters of recommendation are incorporated into the online application and you will identify your recommenders within the application.

## **40 hours of Documented Experience**

(Minimum) within the last 5 years in a school classroom or group instructional setting. The experience should closely match the subject and age level you wish to teach. This requirement must be completed by the time the program begins in summer quarter.

## **WEST-B, SAT, ACT (or other state approved) test scores**

In April 2019, Governor Jay Inslee signed HB 1621 which changes the WEST-B (Basic Skills) testing requirement for Washington state teaching certification. Before HB 1621, all teacher candidates were required to pass all three WEST-B subtests with a score of 240 or higher (or corresponding state approved test scores) for admission to a teacher preparation program. This new law still requires that teacher candidates take the WEST-B or an equivalent basic skills exam like the SAT or ACT, but no longer requires a passing score for admission or to become a certified teacher. Therefore, we only require a test to be taken once. NOTE: All three sections (Reading, Writing and Math) must be taken no later than May 1<sup>st</sup> of the year you apply. Here is a link to the [WEST website](#)

## **National Evaluation Series (NES)**

NES in content area: Biology, Chemistry, Earth and Space Science, Physics or Mathematics. Applicants must take the test **no later than May 1 of the year you apply** to be considered for admission.

## **Personal Interview**

Be prepared for a March to early April interview which will be conducted in a group format. You should prepare as you would for a job interview. This means you should dress as you would for teaching. In addition to responses to interview questions, faculty will be considering communication skills, professional behavior and your current perspective regarding teaching. This is an opportunity for you to shine as a prospective member of the cohort and to demonstrate professional skills. Please consider this in your planning and preparation for the interviews. The interview is required as part of the admissions process.

## **Academic Standards/Policies**

Each Master of Education (M.Ed.) student must satisfy both Graduate School and School of Education minimum degree requirements. It is the responsibility of each graduate student to complete the required course work as stipulated for each degree option.

The Graduate School supports all department requirements and will not authorize graduation unless the department has indicated that the student has satisfied the requirements. Students are encouraged to visit the [School of Education](#) website or our office for assistance in understanding the various program requirements, obtaining forms, or locating other services on campus. Each student must meet with an advisor to develop a program plan that will lead to the completion of degree requirements.

## Graduation Requirements

Program plans are available on the [School of Education website](#)

In addition to the state of Washington certification requirements, all students must complete the following course work:

- TEDSS 511 or TEDSM 517
- TEDSS 512 or TEDSM 519
- T EDUC 539

The above three certification courses must be taken in consecutive quarters.

- T EDUC 501
- T EDUC 520
- T EDUC 523
- T EDUC 524
- T EDUC 525
- T EDUC 533
- T EDUC 535
- T EDUC 587
- T EDUC 588
- T EDUC 590 (3 quarters)

## Additional Degree Requirements: 15 credits

- Complete the following courses:
  - T EDUC 502
  - T EDUC 503
  - T EDUC 504
- Complete a project course sequence:
  - T EDUC 599 (3)
  - T EDUC 599 (3)

## Washington State Certification

Upon successful completion of the Secondary Education program, students will be recommended to the Office of the Superintendent of Public Instruction for a residency teacher certificate with an endorsement in biology, chemistry, earth and space science, physics or mathematics for grades 5-12.

Students may qualify for additional endorsements based on a passing score on the WEST-E or NES for their endorsement area. For more information on the exams, go to [www.west.nesinc.com](http://www.west.nesinc.com) or [www.nestest.com](http://www.nestest.com).

## Educational Administration Certification

**Be a part of University of Washington Tacoma's tradition of excellence!**

Students who have completed the University of Washington Tacoma, Educational Administration Certification Program:

- 90% job placement rate
- Over 200 graduates are administrators in school districts in Pierce, North Thurston, Kitsap, and South King County

Graduates of note include:

- Andrew Eyres, Assistant Superintendent, ESD 113
- Lance Goodpaster, Assistant Superintendent, Franklin Pierce School District
- Laurie Dent, Assistant Superintendent, Sumner School District
- David Hammond, Assistant Superintendent, Bethel School District
- Jeff Loupas, Assistant Superintendent, University Place School District
- Heather Renner, 2012-2013 Washington State Middle School Principal of the Year, Franklin Pierce School District
- Allison Drago, UW Tacoma 2006 Alumna of the Year, Director of Primary School Education, University Place School District
- Justina Johnson, UW Tacoma Alumna: A Lifelong Learner, 2014 Alumna of the Year, Principal, Tacoma School District

The program is a full-time course of study for potential school leaders. Admitted students progress as a cohort community through four quarters of full-time study beginning in summer quarter. Upon successful completion of all certificate requirements, students will earn a Residency Administrator's Certificate

Leadership, management and instruction are three distinct components that are emphasized in each of the four quarters. Coursework is taught in synchrony with the school's administrative calendar. The curriculum is grounded in best practice as determined by theory and research.

## Admission Requirements

Because the program of study must be completed in sequence, students are admitted for **summer quarter only**. The application process is completed entirely online within the UW Graduate School Application. All materials will be either uploaded or completed online. Your application will not be reviewed for admission until all materials have been received. Complete applications received by the application date will be assured of a review; complete applications received after the application date will be reviewed on a space-available basis.

## Bachelor's Degree

from a regionally-accredited institution.

## 3.0 grade-point average

3.0 grade point average calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may be eligible for admission depending on the quality of their complete application file.

## UW Graduate School Application

When applying online, be sure to choose "Graduate" from the pull-down menu of application types, then "Education - Tacoma (MEd - Educational Administration)" from the pull-down menu of graduate

programs. The School of Education does not accept graduate non-matriculated applications for admission to the Educational Administrator Certification program.

### **Unofficial Transcripts**

From every college or university you have attended must be uploaded into the online application. If admitted to the program, one **official** transcript from your bachelor's degree college (except if UW) will be required by the UW Seattle Graduate Admissions Office.

### **Personal Goal Statement**

In 2-3 double-spaced pages, write a statement explaining why you wish to become an administrator and reasons you believe you will be effective. Include:

- Leadership experiences that led to, or are likely to lead to improved education outcomes for students
- Leadership experiences that address issues of equity, and/or social justice

### **Resume**

Your resume should provide evidence of demonstrated leadership ability (projects, positions, accomplishments). In addition to educational degrees and professional experience, the resume should include any relevant awards, publications, presentations, or other achievements that will help us evaluate your application.

### **Internship - Proposed Plan**

Proposed schedule and timeline for completion of required 720-hour (360 for Program Administrator Certificate) internship will be completed by your sponsoring principal or administrator; i.e. full days, half days, planning periods, activities, and responsibilities. This must be detailed and show accumulation of 720 (or 360) hours.

Applicants should consult their districts as early as possible to learn about relevant procedures and deadlines for administrative internships. Most districts have a required internal application process; the process varies by district and may begin as early as autumn.

### **Three Letters of Recommendation from Administrative Staff**

These required letters of recommendation should be requested of the following people:

1. Your sponsoring principal/administrator
2. A current or former (within last five years) supervisor or district-level administrator who knows you well
3. A current or former (within last five years) supervisor or district-level administrator who knows you well

The Letters of Recommendation are now incorporated into the online application and you will identify your recommenders within the application.

### **Prerequisite Experience form**

To be eligible for admission, applicants must have had at least three years of successful experience as a certificated teacher in a PK-12 school, or equivalent experience as a certificated Educational Staff

Associate (e.g. school counselor, school psychologist, speech and language pathologist). It is preferred that candidates for the program have had leadership experiences beyond the classroom, such as school or district level committee work, department chair, etc.

## **Copy of Valid Teaching or ESA Certificate**

### **Personal Interview**

Selected finalists will be invited for a personal interview.

### **Academic Standards/Policies**

Each Master of Education (M.Ed.) student must satisfy both Graduate School and School of Education minimum degree requirements. It is the responsibility of each graduate student to complete the required course work as stipulated for each degree option.

The Graduate School supports all department requirements and will not authorize graduation unless the department has indicated that the student has satisfied the requirements. Students are encouraged to visit the [School of Education](#) website or office for assistance in understanding the various program requirements, obtaining forms, or locating other services on campus. Each student must meet with an advisor to develop a program plan that will lead to the completion of degree requirements.

### **Graduation Requirements**

Program plans are available on the [School of Education website](#).

In addition to the State of Washington Residency Administrator's Certificate requirements, all students must complete the following coursework:

- TEDADM 570
- TEDADM 571
- TEDADM 572
- TEDADM 573
- TEDADM 574
- TEDADM 575
- TEDADM 576
- TEDADM 577
- TEDADM 578
- TEDADM 579
- TEDADM 580
- TEDADM 581

### **Additional Course Requirements for Master's (M.Ed.) Degree**

- T EDUC 501
- T EDUC 502
- T EDUC 520
- T EDUC 504

**Program plans are subject to change.**

## Master of Education for Practicing Educators

The graduate degree program is designed to build upon the skills, knowledge and commitment of practicing educators and other professionals working in educational settings. This graduate degree program offers five areas of emphasis that you can select to best fit your professional learning and development needs. With this high-quality graduate degree from UW, you will be prepared to meet the needs of 21st century learners. Our UW Tacoma professors are skilled instructors who are actively engaged in schools and produce quality research. As our students complete this graduate program, they typically earn higher salaries and promotions, realize exciting new career opportunities, and advance the lives of their students in truly meaningful ways.

**Is this Graduate Program right for me?** A teaching certificate is not required to enroll. Our graduate students include full-time practicing teachers; educational consultants; school support personnel; instructional, behavioral and emotional coordinators and coaches; counselors and advisors; community college instructors; after school program educators; and those working in nonprofit educational organizations. This program is for professionals with full-time jobs. It is designed as a part-time program, with most classes meeting during the evening with increasing hybrid and online options. Generally, the core and [study-option courses](#) are completed in the first year, and elective courses and a culminating experience are completed in the second year. The program allows certified teachers to embed endorsements for Special Education and English Language Learners into their degree program.

Study Options:

- Curriculum and Instruction (C&I)
- Social Emotional Learning (SEL)
- Special Education
- Student Academic and Social Success (SASS)
- Teaching English Language Learners (TELL)

## Admission Requirements

The application process is completed entirely online within the UW Graduate School Application. All materials will be either uploaded or completed online. Your application will not be reviewed for admission until all materials have been received. Complete applications received by the application date will be assured of a review; complete applications received after the application date will be reviewed on a space-available basis.

Graduate non-matriculated applications for certified teachers interested in adding an endorsement require approval by the School of Education Administrator. Graduate matriculated applications do not require approval.

## Bachelor's Degree

from a regionally accredited institution

## 3.0 grade point average

calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may be eligible for admission depending on the quality of their complete application file.

## **UW Graduate School Application**

When applying online, be sure to choose Education - Tacoma (MEd - General for Practicing Educators) from the pull-down menu of graduate programs.

## **Unofficial Transcripts**

From every college or university you have attended must be uploaded into the online application. If admitted to the program, one **official** transcript from your bachelor's degree college (except if UW) will be required by the UW Seattle Graduate Admissions Office.

## **Personal Goal Statement**

The mission and values of the University of Washington Tacoma School of Education underscore our primary goal of building teacher capacity to understand and meet P-12 student needs. In this context, please include the following in your 2-page double-spaced goal statement:

Holistic criteria will be used for goal statement evaluation and will include attention to clarity and quality of discussion, example specificity, and mechanics.

*You may wish to review UW Tacoma School of Education mission and values for guidance.*

- A discussion of: 1) Your experiences in seeking to understand and meet the needs of children and youth; 2) and how those experiences shape your professional ambitions.
- A discussion of how UW Tacoma graduate studies in the education program will help meet your professional goals.

## **Personal Data form**

## **Two Letters of Recommendation**

Letters of recommendation should be secured from non-relative persons (no family or friends) who can describe your professional potential for working with children as a future educator and/or for managing the academic requirements of a rigorous graduate school program of study. The letters of recommendation are incorporated into the online application and you will identify your recommenders within the application.

## **Teaching Certificate (if applicable)**

## **Academic Standards/Policies**

Each Master of Education (M.Ed.) student must satisfy both Graduate School and School of Education minimum degree requirements. It is the responsibility of each graduate student to complete the required course work as stipulated for each degree option.

The Graduate School supports all department requirements and will not authorize graduation unless the department has indicated that the student has satisfied the requirements. Students are encouraged to visit the [School of Education](#) website or office for assistance in understanding the various program requirements, obtaining forms, or locating other services on campus. Each student must meet with an advisor to develop a program plan that will lead to the completion of degree requirements.



## Graduation Requirements

Program plans are available on the [School of Education website](#).

General M.Ed. students choose from among five study options (Social Emotional Learning; Student Academic and Social Success; Curriculum and Instruction; Special Education; Teaching English Language Learners) to complete the degree. All students complete core coursework, study option courses, and a culminating project.

The **Social Emotional Learning** (SEL) program emphasizes the promotion of resilience and well-being for both educators and their students through the application of practices backed by theory and research

The **Student Academic and Social Success** (SASS) program prepares teachers to meet the wide-ranging needs of students with effective instructional strategies, proactive assessment, and strategic supports, particularly for struggling students. The focus of this study option is to build the capacity of educators to understand and promote academic, behavioral, emotional and social success.

The **Curriculum and Instruction** (C&I) program prepares current teachers in grades K-12 to understand curricular, instructional, and assessment issues related to content instruction.

The **Teaching English Language Learners** (TELL) program prepares current teachers and administrators in grades K-12 to understand the theoretical and instructional issues in English Language Learning. Students holding a valid teaching certificate can earn an English Language Learners endorsement upon completing the TELL study option and passing the related WEST-E exam.

The **Special Education** program is designed to prepare educators to teach learners who are identified with high incidence disabilities. Our courses prepare professionals to use evidence-based instructional methods to meet the diverse needs of students with cognitive, social, emotional, or behavioral disabilities. Upon successful completion of this study option and the related WEST-E, students will earn a Special Education teaching endorsement.

### Required Core Courses for All Study Options: 12 credits

- T EDUC 501
- T EDUC 502
- T EDUC 504
- T EDUC 520

### Social Emotional Learning (SEL): 36 credits

- T EDSP 545
- T EDSP 546
- T EDSP 556
- T EDUC 503
- T EDUC 540
- T EDUC 542
- One 3-credit Education elective

### Student Academic and Social Success (SASS): 36 credits

- T EDUC 503
- T EDUC 540

- T EDSP 545
- T EDSP 546
- T EDSP 556
- And Two of the following courses
  - T EDUC 541
  - T EDUC 542
  - T EDUC 543

#### **Curriculum and Instruction: 36 credits**

- T EDUC 503
- T EDUC 530
- T EDUC 569
- And three of the following courses:
  - T EDUC 531
  - T EDUC 541
  - T EDUC 543
  - T EDUC 563
  - T EDUC 564
  - T EDUC 565

#### **Teaching English Language Learners: 36 credits**

- T EDUC 519
- T EDUC 563
- T EDUC 564
- T EDUC 565
- T EDUC 569
- One 3-credit Education elective

#### **Special Education: 45 credits**

- T EDSP 544
- T EDSP 545
- T EDSP 546
- T EDSP 547
- T EDSP 550
- T EDSP 551
- T EDSP 556

#### **Culminating Experience: 6-12 credits**

##### **SEL, SASS, C&I, and TELL programs: 6 credits**

- T EDUC 599 (winter quarter, 3 credits)
- T EDUC 599 (spring quarter, 3 credits)

### **Special Education Program: 12 credits**

- T EDSP 589 (12 credits)

**Program plans are subject to change.**

### **Doctoral Program in Educational Leadership (Ed.D.)**

In the South Puget Sound region, many educators find themselves in positions requiring not only teaching expertise, but also leadership skills, policy knowledge, and the ability to affect positive organizational change, often without the background and experience to be successful and confident in such roles.

These individuals are frequently experts in their professional disciplines; however, today's leaders are required to use skill sets and knowledge that extend beyond that acquired in a master's degree. Today's leaders must possess experience and expertise to employ evidence to improve organizational outcomes, ensure quality teaching for diverse learners, effectively assess programs, and lead local and national accreditation and accountability processes.

These leaders must be effective political advocates, and informed fiscal and human resource managers. They must demonstrate emotional intelligence necessary to successfully lead a diverse workforce, as well as possess professional expertise and high standards of legal, moral and ethical behavior.

The University of Washington Tacoma addresses these needs with the practice doctoral degree, the Doctoral Program in Educational Leadership (EdD).

- P-12 Superintendent/Program Administrator Credential
- Nursing and Healthcare Leadership
- Higher Education
- Adult Education
- Public Service
- Other

### **Muckleshoot Tribal College & UW Tacoma Indigenous-Focused Doctoral Program in Educational Leadership (Ed.D.)**

The University of Washington Tacoma in a joint partnership with the Muckleshoot Tribal College are offering Indigenous leaders the opportunity to apply to the Doctoral Program in Educational Leadership (EdD). This specific cohort will be Indigenous-centered in the curriculum and approaches in the program. This program is appropriate for students holding a Master's degree and who are in the educational field (and allied areas) working with Tribal communities. This a tribally based cohort and classes will be held at the Muckleshoot Tribal College.

### **Program design**

This is a three-year, 97-credit cohort-based program. For those who wish to earn the P-12 Superintendent/Program Administrator Certificate, six additional credits are required in order to meet all state competencies; therefore, 103 credits will be required. Courses are offered two full days, Fridays and Saturdays, approximately once per month, 12 months out of the year (four quarters). Students will engage electronically in between face-to-face Friday and Saturday class sessions. Click the link for an

example of the [COURSE SCHEDULING](#). Courses and times are subject to change at the discretion of the Educational Leadership Program.

## **Conceptual Framework**

The program is designed to address conceptual issues of the roles educational leaders play in leadership, management/administration and political advocacy. In addition, we will help you develop strength in the dimensions of leadership, diversity, accountability and learning.

## **Interdisciplinary Learning**

The program is designed for interdisciplinary learning in the field of educational leadership. Students will work collaboratively in leadership courses focused on systemic change, diversity and instructional leadership. Students can benefit from cross-disciplinary scholarly discussions. For more discipline specific knowledge, students will choose study areas along disciplinary interests.

## **Admission Requirements**

### **Applicants must:**

- Hold a master's degree from a regionally accredited college or university in the U.S. or its equivalent from a foreign institution.
- Have earned at least a 3.0 or B grade-point average in the most recent 45 credits of study.
- Have significant professional experience in a relevant field.
- For admission to the superintendent credential, candidates must possess either: (a) a principal credential, (b) a program administrator credential, or (c) significant executive leadership experience.
- P-12 candidates must be approved by employer for support of Practicum in year 2. For other candidates, potential Practicum setting(s) must be identified. You will be advised by faculty on site selection criteria prior to and after admission.
- Proficiency in English is required for graduate study at the University of Washington. Therefore, every applicant whose native language is not English must demonstrate English proficiency. No waivers of this English proficiency requirement may be given. [Understanding the Application Process](#) provides information for English language proficiency.
- Introduction to Graduate Research (\*this is a per individual basis). Basic statistics and graduate research knowledge will be assumed by the program and faculty.

### **Important Notes:**

If prospective students believe they have taken a course that fulfills the course requirements, but it is unclear from the course title, they may email Ashley Walker, the Ed.D. Graduate Advisor, at [uwtdoc@uw.edu](mailto:uwtdoc@uw.edu) a copy of the course description from the catalog (or a copy of the syllabus), along with an unofficial transcript.

Review the [How to Apply](#) section to learn about specific admissions steps.

## **Graduation Requirements**

**According to the requirements for a practice doctorate, the following milestones will mark the path toward completion:**

- Successful completion of required coursework.
  - T EDLD 570
  - T EDLD 571
  - T EDLD 572
  - T EDLD 573
  - T EDLD 574
  - T EDLD 575
  - T EDLD 576
  - T EDLD 577
  - T EDLD 581
  - T EDLD 582
  - T EDLD 583
  - T EDLD 584
  - T EDLD 585
  - T EDLD 587
  - T EDLD 588
  - T EDLD 589
  - T EDLD 590
  - T EDLD 594
  - T EDLD 595
  - T EDLD 801
  - T EDLD 802
- Superintendent/Program Administrator Certificate
  - T EDLD 594
  - T EDLD 596
- Successful completion of Practicum (18 credits), at proficiency level, according to competencies published in program handbook.
- Defend Dissertation in Practice proposal, in order to move forward with the project. Sign off by student's Practice Doctoral Supervisory Committee
- Defense of completed Dissertation in Practice (17 credits). Sign off by student's Practice Doctoral Supervisory Committee.
- Completion of evidence of meeting program student learning outcomes at proficiency level, by approved evidentiary process.
- GPA of 3.0 overall and no less than 2.7 in any one course.

*Program plans are subject to change.*

## **Endorsements for Practicing Educators**

Certified teachers in Washington State wishing to add an endorsement to their teaching certification may do so one of two ways:

### **Test Only**

Test Only - Must pass a WEST-E/NES test or an alternative approved through the PESB (Professional Educator Standards Board) for the desired endorsement. OSPI (Office of Superintendent of Public Instruction) maintains a list of endorsements eligible to be added through testing only:

**[Teacher Certification: Endorsements -Office of Superintendent of Public Instructions Website](#)**

## Program + Test

Program + Test - Must complete a college preparation program in addition to passing the approved WEST-E/NES content knowledge test. UW Tacoma's School of Education offers the following to endorsements via this pathway:

## English Language Learner

This endorsement is designed as a fully online, part-time program of study that can be completed in one year while teaching. Each course has been carefully designed to prepare practicing educators to meet the diverse needs of English language learners by providing clear instructions and scaffolded assignments within a supportive online learning environment. We employ best practices to help ensure course content is accessible, memorable, and directly applicable in the classroom

## Special Education

Our program incorporates Direct Instruction as well as other research-based practices that produce positive academic and social outcomes for students in poverty and with high-incidence disabilities. Upon certification, program graduates are ready to provide systematic and explicit instruction in high-needs schools. Upon successful completion of the Special Education Endorsement program (including passing score on the Special Education WEST-E), teachers will be recommended to the Office of the Superintendent of Public Instruction for an endorsement in Special Education.

## Eligibility Criteria:

Must be a Washington State Certified Teacher

Steps:

1. Contact [uwted@uw.edu](mailto:uwted@uw.edu) for information regarding admission criteria.
2. Complete required courses in your new endorsement area (subject to transcript evaluation). For deadlines, admissions and how to apply please visit the [Master of Education for Practicing Educators](#) website.
3. Pass the Washington Educator Skills Test - Endorsement (WEST-E) / National Evaluation Series (NES) test. **NOTE:** Test completion is required prior to earning an endorsement. Candidates are encouraged to wait and take their endorsement test after completing the related coursework.\

## Minors

The School of Interdisciplinary Arts and Sciences and the School of Education offer two minors in Education:

- Teaching, Learning and Justice Minor
- Education and Community Engagement Minor

## Education and Community Engagement Minor

The [Education and Community Engagement Minor](#) is intended for students interested in understanding the purpose and impact of education across global communities. Candidates for the minor examine the role of multiple forms of education, the impact of education on a range of societal inequalities, and the

sociopolitical forces of race, class, gender, sexuality, culture, language, and immigration within a human rights framework. Students choose from a range of multidisciplinary courses that focus on applied education, including the context of K-12 schooling and higher education, employment preparation, and knowledge and socio-emotional well-being development that often occurs in partnership with multiple communities. The minor is intended to support those interested in a wide array of educational contexts, including schools, community organizations and advocacy efforts, museum education, youth leadership organizations, after school programming, nonprofit and community based organizations, and other applied educational contexts outside of schools.

Completing the Education and Community Engagement minor will help you understand the purpose and impact of education across global communities. In this program, you will:

- Develop integrative perspectives on educational issues
- Examine various structural inequities across communities
- Identify tangible examples and components of education within communities
- Hands-on experience in non-classroom based educational settings
- Analyze community cultural wealth models, including learning about how various communities approach education
- Examine various models of community learning and teaching
- Analyze local and historical impacts of community education efforts

### **Questions about the Education and Community Engagement Minor?**

Questions about the Education Minors, please email [Interdisciplinary Arts and Sciences](#), Education Minor Coordinator [Dr. Tony Perone](#), Lecturer

### **How to Declare the Education and Community Engagement Minor**

Declare an Education Minor; contact your undergraduate advisor in the [University Academic Advising](#).

### **Teaching, Learning and Justice Minor**

If you are considering the Teacher Certification Program after you complete your bachelor's degree at UW Tacoma, there are benefits to including the Teaching, Learning and Justice minor in your undergraduate plan. This minor is offered by Interdisciplinary Arts and Sciences but is open to all undergraduate students at UW Tacoma.

The Teaching, Learning and Justice Minor offers:

- Provisional admission decision option with automatic admission to our Teacher Certification Program without an interview.

#### **To be eligible, you must:**

- Submit complete application to the Teacher Certification Program by the priority application deadline, third Friday in February for summer - only start.
- Complete the Teaching, Learning and Justice minor by the time the Teacher Certification program begins in summer quarter - all minor courses must be completed with a grade of 2.7 or higher.
- Enroll in T EDUC 490 and request a *Replacement for Education Program Interview* document from your professor and s/he must be willing to submit this form on your behalf by the priority deadline.

- Have a cumulative average of 3.0 for last 90 credits of undergraduate study; 1) at the time of priority deadline, and; 2) maintain 3.0 through remainder of undergraduate studies.
- Completion of the Teaching, Learning and Justice minor (2.7 grade or higher in all courses) will guarantee completion of the prerequisite coursework for the K-8 Teacher Certification Program (see program website for Secondary prerequisite coursework). K-8 Prerequisite coursework:
  - Two (2) writing intensive courses (e.g. English composition **and** literature)
  - Developmental Psychology
- Completion of the Teaching, Learning and Justice minor will guarantee completion of 40 hours of documented experience in a school setting, which is an admission requirement to our Teacher Certification Program.
- Two of the required Teaching, Learning and Justice minor courses, T EDUC 471 and T EDUC 482 (2.7 grade or higher and must have been taken in academic year 2012-13, or later, to qualify), will count as equivalent courses for two of the courses within our Teacher Certification Program, T EDUC 520 and T EDUC 501, respectively\*

\*If not taken as part of the minor, T EDUC 471 and T EDUC 482 (2.7 grade or higher), will still count as equivalent courses for T EDUC 520 and T EDUC 501

### Questions about the Teaching, Learning and Justice Minor?

Questions about the minor, please email [Interdisciplinary Arts and Sciences](#), Education Minor Coordinator [Dr. Tony Perone](#), Lecturer

### How to Declare the Teaching, Learning and Justice Minor

Contact your undergraduate advisor.

## Course Descriptions

### Education

#### **T EDUC 301 Community Education: Learning Beyond the Classroom (5) I&S**

Examines the social and historical relationship of non-school-based education in the United States, including the role of community in conceptualizing various methods of learning, including libraries, public and private spaces, adult education, community-based organizations, digital media, and social protest movements.

#### **T EDUC 310 Racism and Schools in the U.S.: Critical Race Theory and the Maintenance of Societal Inequality (5) DIV**

Examines the social and historical relationship of schools in the United States and communities of color. Examines the educational construction of race, the justification and perpetuation of racism, systemic school inequalities, community cultural wealth, and student resistance.

#### **T EDUC 471 Diversity and Equity in Schools and Curriculum (5) DIV**

Examines the instructional methods and multicultural understandings necessary to address the learning need of a diverse student population in a globalized society.



**T EDUC 473 Math, Power, and Society (5) DIV**

This course critically examines mathematics education through lenses of identity, power and diversity in the US context. Special attention focuses on mathematics education as a tool of institutional oppression and liberation based on race, gender, class, and language; and how we can make mathematics more accessible, engaging, and transformative.

**T EDUC 482 Foundations of Education: Policy, Ethics, and Philosophy (5)**

Introduces contemporary issues in schools and their historical genesis starting with the successes and challenges in classrooms, schools, and communities today, tracing their roots back in time. Provides an overview for those considering becoming teachers or wishing to become more informed citizens.

**T EDUC 485 South Africa in Transition: Community Development and Education As Transformation (5) I&S**

Hands-on look at NGOs and schools in an under-resourced and struggling township located in South Africa. Critical exposure to, and examination of, the role and challenges of organizations attempting to lead community development and education efforts within a globalized, new democracy which itself struggles with post-apartheid racism and inequities. Credit/no-credit only. Offered: jointly with T URB 485.

**T EDUC 490 Service Learning Practicum in Education (5)**

Introduces the profession of teaching through a service-learning approach. Examines school-related factors and best practices in teaching through 40 hours of directed observation in a K-12 setting, course reading, discussion, and presentations. Credit /no credit only. Credit/no-credit only.

**T EDUC 491 Tutoring Internship (3-5, max. 15)**

Analyzes instructional design of beginning and corrective reading methods. Develops effective teaching delivery. Develops positive interactions with children. Implements evidence-based reading instruction in an after-school elementary reading program with instructional coaching by expert teachers . Credit/no-credit only.

**T EDUC 492 Applied Urban Education (5) I&S**

Examines the application of urban education in non-school settings. Analyzes community cultural wealth, community organizing strategies, and community education efforts through 40 hours of directed participatory observation in a community or organization-informed setting (including non-profits, community centers, libraries, afterschool programs, museums, or other community spaces or programs). Offered: AWSp.

**T EDUC 501 Foundations of Education: Policy, Ethics, and Philosophy (3)**

Provides in-depth examination of current issues in public schools focusing on the life decisions of professional education practice in classrooms, schools, and communities. Describes K-12 schools governance at all levels, ethical decision making in the system, and philosophical issues including the purpose of schools in contemporary society.

**T EDUC 502 Learning About Learning (3)**

Explores behaviorist, cognitive, constructivist, and sociocultural theories of learning. Analyzes and critiques each theory as it applies to classroom teaching. Focuses on the psychological and socio-psychological contexts within which students conduct the educational process.

**T EDUC 503 Educational Measurement (3)**

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials. Focuses on initial knowledge and skills in the evaluation of published research (e.g., qualitative, quantitative, action, program evaluation) that are more fully developed in T EDUC 504.

**T EDUC 504 Understanding Educational Research (3)**

Introduction to research in the behavioral and social sciences relevant to study of education. Emphasizes the evaluation of research literature and the applicability of research findings. Prerequisite: T EDUC 503.

**T EDUC 510 Science Methods: K-8 (3)**

Examines how students learn science and explores research-based models of science instruction and assessment. Students design, implement, and evaluate instructional strategies that facilitate students' learning of scientific process.

**T EDUC 519 Linguistics for Teachers (2-3)**

Prepares pre-service teachers to understand the structure of language, language acquisition, and language learning to inform and facilitate research-based instructional practices. Examines developmental models of language-acquisition and linguistic theories while focusing on language acquisition in respect to native and bilingual language speakers.

**T EDUC 520 Multicultural Education (3)**

Explores major theoretical, political, and pedagogical issues in multicultural education. Studies institutional and cultural discrimination such as race, ethnicity, class, sexuality, gender, disability, and language. Examines the relationship between schooling and the reproduction of stratification and discrimination, as well as examines curricular and pedagogical approaches to address these variables.

**T EDUC 523 Culture of Secondary Schools (3)**

Systematic, research-based analysis of current practices in secondary schools, with particular emphasis on the roles and contextual influences of students, staff, parents, and communities, and their influence on student achievement.

**T EDUC 524 Secondary Students with Disabilities (3)**

Covers the theoretical, conceptual, and empirical bases for pre-service secondary teachers to meet the needs of students with disabilities. Emphasizes the translation of research into practice.

**T EDUC 526 Arts in The Schools (3)**

Explores the domain of the arts, particularly music, drawing, painting, and three dimensional expressions such as pottery, sculpture and architecture, to find means of better integrating arts and arts instruction into the school curriculum.

**T EDUC 527 Content Literacy (3)**

Provides prospective general and special education teachers with evidence-based practices in the area of content literacy. Addresses the knowledge and skills required for comprehending informational text. Includes evidence-based procedures for evaluation and modifying curricular material, and teaches

methods for evaluation student progress.

**T EDUC 530 Curriculum Inquiry (3)**

Examines reading, writing, and thinking as it occurs in various specific and integrated content areas of the school curriculum in grades K-12. Focuses on the ideas and strategies needed to enhance instructional effectiveness across the curriculum.

**T EDUC 531 Curricular Uses of Children's and Young Adult Literature (3)**

Examines the issues and strategies in using children's and young adult literature across the curriculum in K-12 classrooms. Analyzes the variety of trade books currently available. Discusses the theory and techniques for creating a literature-based program.

**T EDUC 533 Classroom Management in Secondary Schools (3)**

Explores research-based strategies that enable pre-service secondary teachers to establish effective management systems and promote academic success for all students. Emphasizes strategies for creating a positive school environment, including preventing and responding to problem behavior, and improving student motivation for learning.

**T EDUC 535 Literacy in Secondary Schools (3)**

Provides research base for teaching language arts to diverse secondary students including English language learners and students with disabilities. Integrates writing with literature across content areas. Addresses evaluation and modification of curricular materials. Teaches methods of evaluating student progress.

**T EDUC 539 Principles of Teaching in Secondary Schools (3)**

Provides an orientation to curriculum, instruction, assessment, classroom environment, social, and other issues for adolescent and young adults in grades 5-12. Readings, activities, and assignments are designed to develop foundational knowledge in issues in secondary teaching and to develop teacher candidates' consciousness as a teacher.

**T EDUC 540 Systems of Prevention and Strategic Supports Seminar (3)**

Emphasizes the roles teachers play in the academic, social, emotional, and behavioral development of students. Focuses on best practices in sustainable, systems change through collaborative problem solving. Includes critical components of multitier supports and proactive data-based decision making.

**T EDUC 541 Reading Methods and Interventions (3)**

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress with additional attention to reading in special education contexts. Offered: jointly with T EDSP 541.

**T EDUC 542 Structuring The Classroom For Success (3)**

For teachers of at-risk/mainstreamed students. Focuses on how a well-managed classroom and school environment supports students' personal growth and promotes academic success. Examines alternative delivery systems and strategies for meeting individual needs. Offered: jointly with T EDSP 542.

**T EDUC 543 Math Methods and Interventions (3)**

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics. Includes instructional design, assessment, and monitoring progress with additional attention to math learning in special education contexts. Offered: jointly with T EDSP 543.

**T EDUC 548 Classroom Management (3)**

Examines research-based strategies that enable pre-service teachers to establish effective management systems and promote academic success for all students. Emphasizes strategies for creating a positive school environment, including preventing and responding to problem behavior, and improving student motivation for learning.

**T EDUC 549 Teaching Students with Special Needs (3)**

Covers the theoretical, conceptual, and empirical bases for pre-service teachers to meet the needs of a diverse student population including students with disabilities, and highly capable students. Emphasized the translation of research into practice.

**T EDUC 554 Language Arts (3)**

Provides an evidence base for teaching language arts to diverse K-8 students including English language learners and students with disabilities. Focuses on research based writing instruction. Includes instruction in listening and oral language. Addresses evaluation and modification of curricular materials and progress monitoring methods.

**T EDUC 555 Literature and Content Reading (3)**

Prepares prospective teachers to analyze and acquire research-based pedagogy in reading instruction and informational texts. Prospective teachers will develop instructional designs to implement research findings in K-8 classrooms.

**T EDUC 556 Social and Emotional Learning (3) *Feuerborn***

Prepares teacher to meet the social and emotional needs of primary and secondary students. Provides in-depth exploration of theory and practice including evidence-based assessment and supports across the universal, targeted, and intensive levels of prevention. Geared toward teachers interested in working with students who lack critical skills necessary for resiliency. Offered: jointly with T EDSP 556; Sp.

**T EDUC 560 Mathematics Methods I (3)**

Provides the theoretical and empirical foundation for effective mathematics instruction. Includes issues in mathematics instruction, analysis and modification of instructional materials and the design of generalizable problem-solving strategies. Includes methods for monitoring student progress and adjusting instruction to meet individual student needs. Addresses instructional content in grades K-4.

**T EDUC 561 Mathematics Methods II (3)**

Provides the theoretical and empirical foundation for effective mathematics instruction. Includes mathematics instruction, analysis and modification of instructional materials and the design of generalizable problem-solving strategies. Includes methods for monitoring student progress and adjusting instruction to meet individual student needs. Addresses instructional content in grades 5-8. Prerequisite: T EDUC 560.

**T EDUC 562 Social Studies Methods (3)**

Prepares prospective teachers to teach civics, economics, geography, and history. In addition to this social studies content- as required by the State of Washington-the course prepares prospective teachers to teach the skills required for and promote dispositions that support full democratic citizenship.

**T EDUC 563 Cultural and Linguistic Contexts for Instructing English Language Learners (2-3)**

Examines research on the social contexts of learning and teaching English as a second language. Analyzes multidisciplinary studies on culture in applied linguistics, sociolinguistics, and language policy. Understands how educational environments impact second language learners' attitude and identities as well as teachers' instructional approaches.

**T EDUC 564 Methods and Curricula in Literacy Instruction for English Language Learners (2-3)**

Focuses on research finding related to oral language, literacy, and academic achievement for English language learners in the United States. Examines the theoretical underpinnings and research-based principles of various methods and curricula of second language teaching. Emphasizes effective curricula and instructional strategies.

**T EDUC 565 Research and Methods in Mathematics and Science Instruction for English Language Learners (2-3)**

Examines mathematics and science instruction for English learners by drawing upon theories and research finding in mathematics/science education, bilingual education, second language acquisition, and multicultural education. Examines, critiques, and develops effective instructional practices (e.g. curriculum, instruction, and assessment) that promote K-12 student advancement in mathematics and science.

**T EDUC 569 Testing and Evaluation for English Language Learners (2-3)**

Focuses on the research on language assessment. Examines the debates about the socially situated nature of language and the skill-based individualistic focus in current conceptualizations of language proficiency. Studies how to evaluate various aspects of language and academic performance of English learners in K-12 classrooms.

**T EDUC 583 Induction Seminar II (3)**

Focus on research supporting and reflection on the evaluation criteria for Washington State teachers. Credit/no-credit only. Offered: jointly with T EDSP 583; W.

**T EDUC 584 Induction Seminar III (3)**

Focuses on continued induction for beginning teachers including reviewing the research supporting and reflection on the evaluation criteria for Washington State teachers. Credit/no-credit only. Offered: jointly with T EDSP 584; Sp.

**T EDUC 587 Field Experience I (1-12, max. 12)**

Observation and participation practicum in assigned public school classrooms under University supervision. Includes seminars that provide guided inquiry into the nature and social context of teaching and learning, drawing heavily from observations and experiences in the site placements. Prerequisite: site placement.

**T EDUC 588 Field Experience II (1-12, max. 12)**

Practicum in public school classrooms under university supervision. Includes group instruction to demonstrate specific skills and understanding. Provides guided inquiry into the nature and social context of teaching and learning, drawn heavily from observations and experiences in the interns' site placements. Prerequisite: T EDUC 587.

**T EDUC 589 Field Experience III (1-12, max. 12)**

Full-time teaching practicum in assigned public school classrooms. Includes seminar that provides guided inquiry into the nature and social context of teaching and learning, drawn heavily from observations and experiences in the interns' site placements. Prerequisite: T EDUC 588.

**T EDUC 590 Reflective Seminar: Essentials of Teaching Practice (1-3, max. 3)**

Provides guided inquiry into the nature and social context of teaching and learning, as contrasted with the more pragmatic content of other components of the Teacher Certification Program.

**T EDUC 591 Special Topics in Education (1-9, max. 9)**

Offered: jointly with T EDSP 591.

**T EDUC 592 Independent Study (1-9, max. 9)**

Faculty-supervised independent study or readings in areas of education of special interest or need to the student. Topics vary. Prerequisite: permission of instructor and approved program of study or readings. Offered: jointly with T EDSP 592.

**T EDUC 599 Culminating Project (1-13, max. 13)**

Final project designed in collaboration with faculty as an application of the program's theory and research. Prerequisite: T EDUC 501; T EDUC 502; and T EDUC 504

**Education Administration****TEDADM 570 Curriculum and Instruction (4-)**

Focuses on curriculum: knowledge and strategies for selecting new and/or implementing current district academic programs, and instruction: envisioning and enabling instructional and auxiliary programs for improvement of teaching and learning.

**TEDADM 571 Introduction to Leadership (2-)**

Begins the academic, exploratory, and experiential process of leadership in educational settings. Introduces students to the key components of leadership in academic settings and begins the process of cohort formation that establishes the learning environment for the program.

**TEDADM 572 School Law for Educational Administrators (3-)**

Explores federal and state law that principals and district administrators are responsible to know and administer, including special education.

**TEDADM 573 Supervision of Instruction (3-)**

Advances the knowledge of curriculum and instruction models into the domain of supervision of individuals and groups of staff in instruction. Assists staff in designing and implementing professional self-improvement goals.

**TEDADM 574 Issues in Educational Leadership (3-)**

Focuses on contemporary issues confronting school building or district educational leaders, such as educating increasing numbers of students who are at-risk, advancing social justice in the schools, ensuring safe and orderly school environments, crisis management, and conflict resolution.

**TEDADM 575 Leadership in a Changing Society (3-)**

Addresses the issue of how one in a position of educational leadership understands and copes with changes in cultures, and socio-political environments as they impact schools.

**TEDADM 576 School-Wide Assessment (3-)**

Surveys breadth of assessment issues in school administration, including the role of assessment in the reform movement and school-wide improvement initiatives, classroom-based assessment, the importance of accurate and timely data collection, interpretation and communication about assessment in the school community, and reducing achievement gaps in diverse populations.

**TEDADM 577 School Finance and Educational Policy (3-)**

Addresses issues of school finance from national, regional, and local perspectives. Deals with district and school budgeting, fund raising, levies, ASB and athletic funding issues, as well as legislative relations.

**TEDADM 578 Group Leadership in Educational Administration (3-)**

Focuses on the topics of group dynamics, group facilitation, meeting design, oral communications, and the art of persuasion. Topics include group leadership strategies and skills necessary to lead organizational change efforts, to effectively elicit and manage creativity and diversity, and to manage conflict.

**TEDADM 579 Human Resources (4-)**

Addresses critical role of management of human resources that is key to effective educational administration. Topics include hiring, mentorship, collective bargaining, strategic staff planning, communication patterns, justice issues, and evaluation of staff.

**TEDADM 580 Reflective Seminar for Administrators ([1-3]-, max. 3)**

All interns meet and reflect on field experience, providing insight and support for one another as well as referring to evidenced based best practices discovered through the literature. Credit/no-credit only.

**TEDADM 581 Internship for Administrators ([2-4]-, max. 14)**

Field-based practicum which focuses on the application of theoretical and research knowledge in instruction, management, and leadership.

## **Educational Leadership**

### **T EDLD 570 Leadership and Change (5) *Rea***

Focuses on applying theories and associated research support of leadership behaviors. Examines effectiveness of leaders as change agents related to organization communication, motivation, and empowerment. Discusses strategies for establishing vision as well as addressing ethical challenges. Offered: S.

### **T EDLD 571 Systems Leadership (5)**

Focuses on ways educational leaders apply systems thinking to organizations, policy advocacy, and team building. Offered: A.

### **T EDLD 572 Diversity in Education (5)**

Focuses on the effects of social, historical, and cultural factors on educational leadership and student achievement. Critically analyzes plans and practices to foster culturally-responsive organizations that ensure optimal learning outcomes for all students. Offered: W.

### **T EDLD 573 Instructional Leadership (5) *C. Knaus***

Focuses on conceptual foundation for understanding current research and theoretical directions in learning, motivation, and instruction related to diverse educational settings. Evaluates leadership research, theory, and practice related to effective, high quality instruction. Offered: jointly with TEDNUR 573.

### **T EDLD 574 Evaluation in Educational Systems (3) *Adamson***

Emphasizes the role of evaluation for the purpose of improving programs, instruction, and student learning. Focuses on the establishment of ongoing evaluation for internal and external stakeholders. Offered: jointly with TEDNUR 574; W.

### **T EDLD 575 Human Resources in Educational Institutions (3)**

Focuses on effective human resource operations that reflect the organization's core values. Analyzes human resource problems related to educational organizations. Topics include complex legal, procedural, and risk-management issues; collective bargaining; human motivation; implementation of rigorous systems for recruitment; hiring; and retention of staff at all levels and related strategic alignment.

### **T EDLD 576 Education Law and Governance (3)**

Focuses on educational governance models and on laws and regulations that define these models. Examines persistent legal issues in education, including an analysis of how these issues are manifest in public policy debates.

### **T EDLD 577 Educational Finance and Economics (3) *C. Knaus***

Focuses on current issues in public and private education finance, including costs, ability to support P-12 schools, various types of college structures, and financial implications of educational principles. Examines problems of federal, state, and local school support, including financing models, capital outlay, and comparisons between types of institutions.



**T EDLD 581 Applied Educational Research I (3)**

Overview of applied educational research and systematic inquiry, framing problems of practice, and the role of critique in analysis of theory, evidence, and ethics. Focuses on research in educational leadership, diversity, accountability, and instruction. Offered: S.

**T EDLD 582 Applied Educational Research II (3)**

Focuses on qualitative and quantitative approaches in applied research. Offered: A.

**T EDLD 583 Applied Educational Research III (3)**

Continues the focus on qualitative and quantitative methodologies and principles of analysis for applied educational research and scholarly inquiry employed by educational leaders in multiple settings.

**T EDLD 584 Applied Educational Research IV (3)**

Continues the focus on qualitative and quantitative methodologies and principles of analysis for applied educational research and scholarly inquiry employed by educational leaders in multiple settings.

**T EDLD 585 Proposal Development (3) *C. Knaus***

Continues the focus on qualitative and quantitative methodologies and principles of analysis for applied educational research and scholarly inquiry employed by educational leaders in multiple settings.

**T EDLD 587 Challenges in Practice I: Curriculum (3) *K. Haerling, C. Knaus***

Focuses on current issues in curriculum leadership at the national, state, and local levels, targeting the need for coherent, articulated approaches to student learning at various academic levels and disciplines. Addresses challenges of curriculum, evaluation, and program implementation. Offered: jointly with TEDNUR 587.

**T EDLD 588 Challenges in Practice II: Supervision and Evaluation (3)**

Focuses on development of systems for supervision and evaluation of instruction that directly connects to learning. Examines established and emerging models of evidence-based best practice in faculty and staff supervision and evaluation for instructional improvement. Offered: jointly with TEDNUR 588.

**T EDLD 589 Challenges in Practice III: Crisis Management in Systems (3)**

Provides practical experiences where students analyze and apply knowledge related to crisis management systems essential to health and safety of employees and students. Offered: jointly with TEDNUR 589.

**T EDLD 590 Student Development in Higher Education (3)**

Focuses on contemporary leadership of student development efforts within various higher education institutional settings. Examines alignment of organizational structures, leadership strategies, and academics to improve comprehensive learning experiences for an array of diverse students.

**T EDLD 591 Leading Professional Learning (3)**

Focuses on the educational leader's role in fostering on-going professional learning for employees at all levels of the organization. Examines models for ongoing professional learning that are data-driven,

research-based, collaborative, contextual, and focused on improvements in learning and practice.

**T EDLD 593 Critical Elements in Literacy (3)**

Focuses on critical research-based practices in Pre-K-12 literacy and identifies achievement-gap closing best practices for economically, culturally, linguistically diverse students, and all historically under-served students. Students apply knowledge of this research-base in order to lead the implementation of effective literacy programs at all levels.

**T EDLD 594 Seminar in the School Superintendency ([1-3]-, max. 3) *G. Macdonald***

Focuses on the specific role, leadership behaviors, and effective management practices of the public school superintendent. Supports students in analyzing and integrating experiences and learning acquired during T EDLD 602. Credit/no-credit only.

**T EDLD 595 Issues and Best Practices for Special Programs (3)**

Focuses on school district leader roles in establishing effective central management and the integration of special programs. Applies approaches to improve central district systems and student learning for traditionally underserved populations. Offered: AWSp.

**T EDLD 596 School District Governance (3)**

Focuses on the history and practice of school board governance and the extent to which governance models contribute to equitable outcomes for students. Includes the analyses of models of board governance, district-level evaluation systems, and how school boards evaluate superintendents. Required for students earning Washington State Initial Superintendent or Washington State initial Program Administrator Certification. Credit/no-credit only. Offered: AWSpS.

**T EDLD 600 Independent Study or Research (1-4, max. 4)**

Faculty-supervised independent study or readings in areas of educational leadership of special interest or need to the student. Topics vary. Prerequisite: permission of instructor and approved program of study or readings. Offered: AWSpS.

**T EDLD 602 Practicum (1-6, max. 18)**

Focuses on educational leadership development dealing with actual problems of practice in the work environment, including problem analysis and solution generation. Includes competencies required by professional organizations for certification purposes. Offered: jointly with TEDNUR 602.

**T EDLD 801 Dissertation in Practice (\*-, max. 75)**

Focuses on the implementation of the EdD in Educational Leadership dissertation in practice as a structured inquiry process investigating a critical problem of practice. Credit/no-credit only. Offered: jointly with TEDNUR 801; AWSpS.

**T EDLD 802 Dissertation in Practice Seminar (1-3, max. 3)**

Under the guidance of the instructor, students meet in discipline specific groups to share and discuss the challenges and progress of their respective dissertation in practice work, providing insight, accountability, and support for one another. Credit/no-credit only. Offered: jointly with TEDNUR 802; AWSp.

## **Nursing Education**

### **TEDNUR 573 Instructional Leadership (5) *C. Knaus***

Focuses on conceptual foundation for understanding current research and theoretical directions in learning, motivation, and instruction related to diverse educational settings. Evaluates leadership research, theory, and practice related to effective, high quality instruction. Offered: jointly with T EDLD 573.

### **TEDNUR 574 Evaluation in Educational Systems (3) *Adamson***

Emphasizes the role of evaluation for the purpose of improving programs, instruction, and student learning. Focuses on the establishment of ongoing evaluation for internal and external stakeholders. Offered: jointly with T EDLD 574; W.

### **TEDNUR 587 Challenges in Practice I: Curriculum (3) *K. Haerling, C. Knaus***

Focuses on current issues in curriculum leadership at the national, state, and local levels, targeting the need for coherent, articulated approaches to student learning at various academic levels and disciplines. Addresses challenges of curriculum, evaluation, and program implementation. Offered: jointly with T EDLD 587.

### **TEDNUR 588 Challenges in Practice II: Supervision and Evaluation (3)**

Focuses on development of systems for supervision and evaluation of instruction that directly connects to learning. Examines established and emerging models of evidence-based best practice in faculty and staff supervision and evaluation for instructional improvement. Offered: jointly with T EDLD 588.

### **TEDNUR 589 Challenges in Practice III: Crisis Management in Systems (3)**

Provides practical experiences where students analyze and apply knowledge related to crisis management systems essential to health and safety of employees and students. Offered: jointly with T EDLD 589.

### **TEDNUR 602 Practicum (1-6, max. 18)**

Focuses on educational leadership development dealing with actual problems of practice in the work environment, including problem analysis and solution generation. Includes competencies required by professional organizations for certification purposes. Offered: jointly with T EDLD 602.

### **TEDNUR 801 Dissertation in Practice (\*-, max. 75)**

Focuses on the implementation of the EdD in Educational Leadership dissertation in practice as a structured inquiry process investigating a critical problem of practice. Credit/no-credit only. Offered: jointly with T EDLD 801; AWSpS.

### **TEDNUR 802 Dissertation in Practice Seminar (1-3, max. 3)**

Under the guidance of the instructor, students meet in discipline specific groups to share and discuss the challenges and progress of their respective dissertation in practice work, providing insight, accountability, and support for one another. Credit/no-credit only. Offered: jointly with T EDLD 802; AWSpS.

## **Secondary Mathematics Education**

### **T EDSM 517 Secondary Math Methods I (3)**

Examines research on mathematical learning and achievement of middle school and high school youth. Covers psychological, institutional, community, and political factors that support and challenge mathematical learning. Covers content strands aligning to state and national standards including rational number, proportional reasoning, and algebra/function.

### **T EDSM 519 Secondary Math Methods II (3)**

Examines research-based methods for teaching mathematics at the secondary level. Emphasizes pedagogy, curriculum, and assessment practices that promote equity and support active mathematics learning and advancement for diverse students.

## **Secondary Science Education**

### **T EDSS 511 Secondary Science Methods I (3)**

Builds on students' content knowledge in the sciences and helps them use well researched approaches to teach that content to secondary students. Examines scientific literacy, inquiry as a pedagogical practice, and general best practices with respect to laboratory safety.

### **T EDSS 512 Secondary Science Methods II (3)**

Uses researched approaches to build on pedagogical content knowledge in the sciences and education to develop grade 5-12 curriculum and teaching skills. Uses the National Science Education Standards to explore scientific literacy, technology, science and society, reading and writing in science education, and equity and inclusion in science education. Prerequisite: T EDSS 511.

## **Special Education**

### **T EDSP 513 Issues in Autism for Educators (3)**

Prepares general and special education teachers to serve children who are diagnosed with Autistic Spectrum Disorder (ASD) in a variety of settings with a specific focus on inclusion and positive behavior supports. Offers specific and evidence-based information relevant to assessing, planning, and implementing interventions for children with ASD.

### **T EDSP 520 Multicultural Issues in Special Education (3)**

Provides an analysis of multicultural and bilingual perspectives in education with an emphasis on issues relevant to special education. Addresses issues and trends affecting the education of diverse students in special education. Emphasizes research based practices for serving culturally and linguistically diverse students.

### **T EDSP 539 Introduction to Exceptionalities (3)**

Provides an overview of all disabling conditions including low and high incidence disabilities. Examines the nature of various disabilities, program implications, and the continuum of delivery options available to special education students.

**T EDSP 541 Reading Methods and Interventions (3)**

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress with additional attention to reading in special education contexts. Offered: jointly with T EDUC 541.

**T EDSP 542 Structuring The Classroom For Success (3)**

For teachers of at-risk/mainstreamed students. Focuses on how a well-managed classroom and school environment supports students' personal growth and promotes academic success. Examines alternative delivery systems and strategies for meeting individual needs. Offered: jointly with T EDUC 542.

**T EDSP 543 Math Methods and Interventions (3)**

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics. Includes instructional design, assessment, and monitoring progress with additional attention to math learning in special education contexts. Offered: jointly with T EDUC 543.

**T EDSP 544 Special Education Assessment and Evaluation (3)**

Explores the main purposes for educational assessment of students with disabilities including the social, legal, and ethical considerations involved in educational assessments. Addresses the roles and responsibilities of each member of the assessment team. Discusses various measurements including standardized tests, norm, criterion referenced, and curriculum-based assessment.

**T EDSP 545 Introduction to Emotional Behavioral Disabilities (3)**

Examines the theories relative to teaching children and youth with emotional behavioral disorders. Discusses factors such as family, biological, school, and other environmental influences. Addresses specific classroom strategies based on student assessment and evaluation, including functional behavior assessment and positive behavior intervention plans.

**T EDSP 546 Collaborative Consultation (3)**

Focuses on the need for collaboration between general and special educators brought on by current changes in both instructional delivery systems for students with disabilities, and in the law. Overview of the knowledge and skills necessary to become a full participant in school-based collaboration model.

**T EDSP 547 Special Education And The Law (3)**

Examines the complex set of laws, regulations, and court cases have built up in recent years that govern the education of students with disabilities. Comprehensive introduction to the legal issues in special education, approached through the larger context of education law.

**T EDSP 548 Special Education Classroom Management (3)**

Prepares special education teachers with skills in research-based problem prevention and problem-solving strategies that enable them to promote academic success for students with special needs. Addresses theoretical implications and applications of evidence-based behavior management strategies.

**T EDSP 550 Special Education Principles and Practices I (3)**

Provides in-depth exploration of disabling conditions with emphasis on the etiology of high incidence

disabilities. Covers theoretical, conceptual and empirical bases to meet the needs of diverse students. Addresses legislation including the IDEiA, Section 504 of the Vocational Rehabilitation Act, and the Washington Administrative Code: Special Education Rules and Regulations.

**T EDSP 551 Special Education Principles and Practices II (3)**

Provides the knowledge and skills to design research-based program options for students with disabilities and to evaluate the efficacy of a continuum of service delivery options. Includes issues unique to special educators such as development and implementation of individual education and transition plans, scheduling, and working with paraprofessionals.

**T EDSP 556 Social and Emotional Learning (3) *Feuerborn***

Prepares teacher to meet the social and emotional needs of primary and secondary students. Provides in-depth exploration of theory and practice including evidence-based assessment and supports across the universal, targeted, and intensive levels of prevention. Geared toward teachers interested in working with students who lack critical skills necessary for resiliency. Offered: jointly with T EDUC 556; Sp.

**T EDSP 583 Induction Seminar II (3)**

Focus on research supporting and reflection on the evaluation criteria for Washington State teachers. Credit/no-credit only. Offered: jointly with T EDUC 583; W.

**T EDSP 584 Induction Seminar III (3)**

Focuses on continued induction for beginning teachers including reviewing the research supporting and reflection on the evaluation criteria for Washington State teachers. Credit/no-credit only. Offered: jointly with T EDUC 584; Sp.

**T EDSP 587 Special Education Field Experience and Reflective Seminar I (1-5, max. 5)**

Observation and evaluation of research-based practices in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Reflective seminar component draws heavily upon observations and experiences from interns' site placements.

**T EDSP 588 Special Education Field Experience and Reflective Seminar II (1-5, max. 5)**

Observation and participation practicum in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Reflective seminar integrates evidence-based practices with experiences from interns' site placements. Prerequisite: T EDSP 587.

**T EDSP 589 Special Education Field Experience and Reflective Seminar III (1-12, max. 12)**

Culminating classroom internship in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Experiences in the site placements focus on synthesis of planning, management, teaching and assessment of the learning environment. Prerequisite: T EDSP 588 or permission of instructor. Credit/no-credit only.

**T EDSP 590 Special Education Reflective Seminar (1-3, max. 3)**

Provides guided inquiry into the nature and social context of teaching and learning in the special education classroom, as contrasted with the more pragmatic content of other components of the Teacher

Certification Program.

**T EDSP 591 Special Topics in Education (1-9, max. 9)**

Offered: jointly with T EDUC 591.

**T EDSP 592 Independent Study (1-9, max. 9)**

Faculty-supervised independent study or readings in areas of education of special interest or need to the student. Topics vary. Prerequisite: permission of instructor and approved program of study or readings.

Offered: jointly with T EDUC 592.

**T EDSP 594 Special Education Seminar II: Collaboration In The Education Community (3)**

Explores several avenues to successful collaborative problem-solving approaches to meeting the needs of students with disabilities who are receiving their instruction in the general-education classroom.

**T EDSP 595 Induction Seminar For Special Educators (3)**

Analyzes retention issues affecting beginning special education teachers. Synthesizes research-based skills and knowledge. Evaluates procedures for finding a mentor and best practices for long-term success. Examines support systems for special educators with regard to expectations of schools, legal expectations, and the needs of students in today's K-8 schools.

# Institute for Innovation and Global Engagement

The **Institute for Innovation and Global Engagement** (IIGE) promotes a globally engaged university through funded directed research and experiential learning opportunities. Housing both the **Global Honors Program** and the **Global Innovation and Design Lab**, the IIGE supports opportunities for globally-focused internships, mentorships, and site visits as well as collaborative, community-engaged, interdisciplinary research through two curricular pathways, the **Minor in Global Engagement** offered through the Global Honors program and the **Minor in Innovation and Design** offered through the Global Innovation and Design Lab. Through the IIGE's dynamic network of community partners, both the Global Honors Program and the Global Innovation and Design Lab strive to bring the world to the classroom through tremendous experiential learning opportunities for students. Together, the IIGE, the Global Honors Program and the Global Innovation and Design Lab add momentum to UW Tacoma's strategic goal of global learning and advance the University of Washington's imperative to be boundless.

## Global Honors Program

### Overview

The Global Honors program adds distinction to the bachelor's degree with curricular pathways in Global Leadership and Global Citizenship (13-23 credits), and a Minor in Global Engagement (25-28 credits). Open to all majors, the program is taught in cohorts by internationally-renowned faculty from programs across campus

### What makes the program unique?

The Global Honors Program offers a stimulating learning environment and an innovative and experientially rich curriculum. Through the Institute for Innovation and Global Engagement (IIGE), students avail of generous funding and career opportunities. Students enjoy specialized advising in small seminar-style classes taught by highly invested faculty and community partners-in-residence. Students graduate to careers in law, medicine, business, technology, arts, education and others; more importantly, they graduate with awareness and compassion to lead and serve in our global community.

### Mission

Our mission is to create the conditions for inclusive innovation, academic excellence and collaboration, in an interdependent, globalizing world. The program promotes the mission of UW Tacoma to educate diverse learners and expand the boundaries of knowledge and discovery.

### Vision

Our vision is a thriving interdisciplinary community working collaboratively to strengthen relationships around the world, bringing forward ethical research and creative solutions for a better society.

### Program Objectives

#### Global Honors Students will:

1. Demonstrate enhanced skills in research, critical thinking, writing and oral communication
2. Demonstrate ability to produce collaborative solutions for global challenges



3. Demonstrate understanding of global interdependencies in economic, political, social and cultural systems
4. Demonstrate understanding of processes of globalization
5. Demonstrate proficiency in synthesizing and presenting global topics
6. Demonstrate understanding and appreciation of interdisciplinary perspectives

## **Learning community**

The Global Honors Program follows the cohort model in alignment with the National Collegiate Honors Council and Western Regional Honors Council, of which it is an actively contributing member. Through the IIGE, students participate in a range of experiential learning activities that enrich the curriculum. From service projects to informal potlucks, the elected Student Leadership Council actively engages all students to build a supportive and dynamic community.

## **Study Abroad**

Study abroad is strongly encouraged, but not required.

Students may study in another country with an accredited university study abroad program. Options range from programs of three weeks to one quarter or more. Students have access to [UW Tacoma](#) and [UW Seattle study abroad programs](#).

## **Research and Internship Opportunities**

All Global Honors students complete a senior capstone project. This may involve an honors research thesis, study abroad reflection essay, or internship connected to a global leadership and/or global citizenship theme.

In order to promote outstanding undergraduate research, IIGE also offers the Bamford Fellowship in Global Engagement. This includes a \$2000 student award and is intended to:

- Provide a guided research experience for UW Tacoma students
- Enhance undergraduate research in global issues
- Promote global engagement, citizenship, and leadership
- Enhance relevance between academic research and community service
- Promote student participation in study abroad

The Bamford Fellowship typically supports up to three research teams each academic year, each consisting of two students and one faculty advisor.

## **Advising**

The IIGE Assistant Director offers specialized honors advising for all Global Honors students including experiential learning and resource advising. Major related advising is provided by advisors within University Academic Advising and each major's home program.

## **Course of study**

The Global Honors curriculum is interdisciplinary and globally focused. Courses are taught in seminar style and the small faculty to student ratio allows for the in-depth exploration of a wide range of topics. Emphasis is on the development of critical thinking, writing, research and leadership skills. Classes may include presentations, individual or group projects, research papers and peer reviews. Flexible pathways with fewer total credits are available for students without the schedule availability to complete the full Global Honors curriculum.

## **First Year**

First-year Global Honors students are introduced to the basic concepts of globalization and honors education through a series of core courses. These courses emphasize critical thinking and help students develop a foundational level understanding of the major themes and topics examined throughout the Global Honors curriculum

- T GH 203 (5 credits) or T GH 300 (2 credits)
- T GH 301 (5)
- T GH 302 (5)

## **Second Year**

Second-year Global Honors students complete their final core course in fall term, and then begin a series of research methodology and capstone courses aimed at preparing them to conduct original research for their final capstone project. During the spring, students work with a faculty advisor of their choice to complete the capstone project. As a final requirement for graduation with Global Honors, students present their work at the annual Global Engagement Conference.

- T GH 303 (5 credits)
- T GH 490 (2)
- T GH 491 (1)
- T GH 494 (5)\* or T GH 495 (2-5)\* or T GH 496 (5)

Students who complete a study abroad experience (minimum 3 weeks) may choose to write the two-credit senior reflection essay in lieu of their five-credit senior thesis. All other students must complete a five-credit thesis or internship that is global in scope. All students completing the Minor in Global Engagement must also complete a full five-credit capstone. Capstone projects are presented at the spring Global Engagement Conference.

## **IIGE Program Minors/Pathways**

### **Minor:**

- Minor in Global Engagement (25-28 credits)
- Minor in Innovation & Design (25 credits) – effective winter quarter 2021

### **Pathways:**

- Global Scholar (25-28 credits; students with a 3.3 GPA or higher in all UWT coursework will graduate with transcribed Global Honors distinction)
- Global Leadership (17-23 credits; certification)
- Global Citizenship (12-18 credits; certification)

## Minor in Global Engagement

Cultural understanding, contextual knowledge, collaborative skills, and innovative thinking are some of the competencies essential to navigate our complex and interdependent world. The Minor in Global Engagement offers an interdisciplinary curriculum that integrates theory with practice and that connects students to the places and communities they are studying through its community-engaged seminars. For students who maintain a 3.3 GPA in all UWT coursework benefits of the Minor in Global Engagement include full Global Honors credentials and transcription.

Minor in Global Engagement requirements: 25-28 credits

1. Intro: T GH 203 (5 credits) or T GH 300 (2 credits)
2. Core: 15 credits from the following: T GH 301 (5 credits), T GH 302 (5 credits), T GH 303 (5 credits)
3. Research Methodology/Capstone: 8 credits from the following: T GH 490 (2 credits), T GH 491 (1 credit), T GH 494/5/6 (5 credits)

Minimum 2.0 cumulative GPA for courses applied toward the minor Admission Requirements

## Pathways

Students who do not pursue a minor in Global Engagement may choose one of two program pathways ranging between 12 and 23 credits - Global Leadership or Global Citizenship. These are tailored to individual learning needs and combine three pillars of professional excellence - scholarly advancement, effective leadership, and community engagement.

## Minor in Innovation & Design

The Minor in Innovation & Design is designed to equip students with ways of thinking, creating, and intervening in problems in the world in a way that invites collaboration, engages people and communities, and does so with ethical engagement. Students will engage in iterative cycles of design thinking, a generative and creative problem solving approach that places the human experience at the heart of its process. The Minor will draw on methods and theoretical perspectives from the human sciences and the design disciplines. A minimum 2.0 cumulative GPA for courses applied towards the minor is required.

1. Core: 10 credits from the following:
  - TWRT 350 (5 credits)
  - T GID 420 (5 credits) (*new course prefix effective Winter Quarter 2021*)
2. Practicum: 10 credits from the following:
  - T GID 320 (5 credits) (*new course prefix effective Winter Quarter 2021*)
3. Breadth: 5 credits from the following:
  - See website for list of Breadth Courses By Unit

## Declaring a Minor

*NOTE: Admission to the minor in Global Engagement is limited to students admitted to and enrolled in the Global Honors Program. Find out more about eligibility on the admissions page at [tacoma.uw.edu/global-honors/admissions](http://tacoma.uw.edu/global-honors/admissions).*

You can declare a minor by using the same request to declare/change major form and submitting it to the Office of the Registrar. You must have earned a minimum of 45 credits and declared a major before declaring a minor. If you have any questions about this process, please see the IIGE Assistant Director.

## **Admission Requirements for Global Honors**

- 3.5 or higher cumulative grade point average (either from UW Tacoma or as an incoming transfer GPA)
- Potential to make an exceptional contribution to the program
- A minimum of 45 credits at the time of admission to the program
- Less than 135 credits

## **How to apply**

Global Honors is a competitive program. Successful applications include a record of strong academic performance and a clear indication of the candidate's knowledge and interest in global issues, as well as the ability to actively contribute to a dynamic learning community. Global Honors is not a degree granting major. Students must be admitted to UW Tacoma and enrolled in a major. Global Honors core seminars may count toward major and general university requirements. Applications are reviewed holistically.

### **Application materials include the following:**

- A one- to two-page cover letter that addresses the following:
  - Your interest in and qualification for the Global Honors Program. Here you may comment on your GPA, your exposure to/interest in global issues, and/or your overseas travel experience (2-3 paragraphs).
  - Your strengths and skills that will contribute to the collaborative Global Honors community. Here you may include volunteer or community service experience, leadership training, professional expertise, and/or political participation, to name a few examples (1-2 paragraphs).
  - Your commitment to stay in this highly popular enrichment program. Each student in the Program is highly valued and many resources are invested to guide you to higher levels of academic excellence and leadership. Your stated intention to complete the Program in its entirety and graduate with the prestigious Global Honors designation will be a factor in determining admission (1-2 paragraphs).
- Names, titles and contact information (address, phone number and email) for two references. Referees, typically college professors, should be able to speak to your academic abilities and your potential for success in the Global Honors Program.

Applications may be completed online through the link on the program website at [www.tacoma.uw.edu/ige/global-honors-program](http://www.tacoma.uw.edu/ige/global-honors-program), or submitted in hard copy to:

Global Honors Program  
UW Tacoma  
Attn: Admissions  
Campus Box 358457  
1900 Commerce Street  
Tacoma, WA 98402-3100

An interview is scheduled when all application materials have been received and reviewed. Applications are accepted until August 31 for enrollment in the autumn quarter. Space depending, applications may also be accepted during autumn for limited enrollment in the winter quarter. Applications are processed

as soon as they are received. Admission is competitive and seats are limited. Interested candidates are encouraged to contact the IIGE Assistant Director before submitting an application.

## **Academic Standards/Policies**

Students are expected to have a minimum of 45 credits and a cumulative GPA of 3.5 at the time of admission to Global Honors.

### **Satisfactory Progress**

After admission to Global Honors, students are expected to maintain an overall GPA of 3.3 in all course work at UW Tacoma. They must also obtain a 3.5 or above in their Global Honors capstone project.

If a student's GPA drops below the 3.3 threshold, they are given to the end of the following quarter to make up the difference. If this is not possible, they may request to complete the Minor in Global Engagement, but may not graduate with the Global Honors distinction.

### **Graduation Requirements**

Global Honors is UW Tacoma's interdisciplinary honors program. By completing the Minor in Global Engagement and graduating with a minimum GPA of 3.3, students may graduate with the prestigious Global Honors distinction. This is transcribed, and graduates receive a certificate, pin and ivory cord at the time of commencement.

In addition to recognizing existing achievements at the time of admission, honors programs ask for and offer much more. By completing our specialized curriculum, students are invited to challenge themselves in preparation for advanced professional and postgraduate opportunities. The academic enrichment, support, resources, sense of community, and honors distinction that our students can earn and enjoy are uniquely substantial.

## **Course Descriptions**

### **T GH 101 Introduction to Global Honors (2)**

Introduces students to the key concepts of globalization, the expectations of the Global Honors Program, and the value of an interdisciplinary, globally-engaged education. Provides information and access to student engagement opportunities and campus resources. Offered: A.

### **T GH 203 Themes in Global Honors (5)**

Explores connections between the local and global, and between the individual, the community, and the world, through a given theme. Draws on broad interdisciplinary and international perspectives.

### **T GH 300 Re-Orienting the Global (2) I&S McMillin**

Provides historically grounded introduction to such concepts as cultural imperialism, colonialism, post colonialism, capitalism, and globalization. Examines relevance of concepts in current global affairs. Provides information on study abroad and service-learning opportunities, as well as expectations of the Global Honors Program.

**T GH 301 Global Honors (5) I&S**

Examines the major intellectual and political movements that marked the human experience in the 20th century. Examines nationalism, fascism, and other political philosophies, as well as governments' relationships to the natural environment and to one another.

**T GH 302 Global Imaginations (5) VLPA**

Accommodates the study of major themes, concepts, trends or techniques that permeate world literature, visual arts, music, dance, theatre and other forms of creative expression. The specific art forms and issues examined vary. Also considers marginalized forms of aesthetic expression that have generated cross-cultural debate about modern concepts of "art" and their relation to diverse forms of meaning and value.

**T GH 303 Global Challenges (5) I&S**

Examines major challenges facing the world in the 21st century. Covers contemporary issues as economic development, poverty and the distribution of resources, ecological concerns, public health, global conflict, nationalism, race, religion, and human rights.

**T GID 320 Innovation and Design Studio (5, max. 10) (effective Winter Quarter 2021)**

Studio-based course focused on situated, practical, and adaptive design. Students work in small teams where they undertake design projects to develop innovative solutions to challenges arising within the campus, local community and beyond. Prerequisite: a minimum grade of 2.0 in TWRT 350.

**T GH 399 Global Honors Study Abroad (3-15, max. 15)**

Offered: AWSpS.

**T GID 420 Reflexive Design Portfolio (5) (effective Winter Quarter 2021)**

Capstone course focused on reflexive understanding of design practice. Students curate design artifacts, develop personal statement, and construct professional portfolios to conceptualize design work for a variety of audiences. Prerequisite: a minimum grade of 2.0 in TWRT 350; and a minimum grade of 2.0 in T GH 320.

**T GH 490 Research Methods Seminar (2)**

Methods seminar required for seniors in the Global Honors program who are preparing their senior thesis or project. Prerequisite: T GH 301; T GH 302; T GH 303. Offered: AW.

**T GH 491 Thesis Symposium (1)**

Corequisite: T GH 494. Credit/no-credit only. Offered: W.

**T GH 494 Thesis or Project for Global Honors - (4-5, max. 10)**

Research and completion of a thesis or project approved and supervised by a full-time UWT faculty member on a significant scholarly topic, for students admitted to the Global Honors Program. Prerequisite: T GH 301; T GH 302; T GH 303; T GH 490. Offered: AWSpS.

**T GH 496 Experiential Learning in Global Honors (5)**

Uses globally-focuses experiential learning projects such as internships, community service to locally-

based international or immigrant populations, or related work intended to develop an appreciation of the processes of globalization. Integrates experience with theoretical understanding of globalization and global citizenship. Offered: AWSpS.

# School of Engineering and Technology

The School of Engineering and Technology at the University of Washington Tacoma was launched in 2001 through a combination of state and private investments. The School of Engineering and Technology was created to rapidly develop high-technology academic programs to serve the state of Washington. The strong support from private citizens, corporations, and the community has contributed to building facilities, classrooms, and labs. These contributions have greatly enhanced what the state funding can provide in support of the School of Engineering and Technology's degree programs.

The School of Engineering and Technology serves as the home for computer science, computer and electrical engineering, and information technology programs. Through innovative partnerships with area companies, the School of Engineering and Technology helps students gain practical experience to meet continually changing industry needs. The School of Engineering and Technology also provides services to attract and support students from diverse educational, economic, and ethnic backgrounds.

## Mission

The mission of the School of Engineering and Technology is to provide the highest quality computing, engineering, science, and technology education for a diverse population and engage in research and innovation that benefits the community by fostering social mobility and economic development.

## Vision

The School of Engineering and Technology is a unique public-private partnership in higher education that serves as a catalyst for generating energy and interest in computing science and engineering disciplines by:

- Addressing the need for well-educated bachelor's and master's-level computing and engineering professionals in numbers sufficient to support and fuel the growth of Washington's high-tech industries.
- Providing Washington citizens access and opportunity to prepare for, and advance in, outstanding and rewarding technology careers.

## Undergraduate Degrees

The School of Engineering and Technology offers the following programs of study:

- Bachelor of Science in Computer Engineering & Systems (TCES-00-15)
- Bachelor of Arts in Computer Science & Systems (TCSCI-00-11)
- Bachelor of Science in Computer Science & Systems (TCSCI-00-15)
- Bachelor of Science in Electrical Engineering (TEE-00-16)
- Bachelor of Science in Information Technology with *Formal* Option: (T INFO)
  - Information Assurance and Security Option (T INFO-20-15)



## Bachelor of Science in Computer Engineering & Systems

The Computer Engineering and Systems (CES) program combines elements of both electrical engineering and computer science, granting students both the theoretical and practical foundations needed to solve problems in all aspects of computing.

Computer engineers are electrical engineers that have additional knowledge in software design and hardware-software integration. Thus, graduates are prepared to work on a variety of applications including circuit design, microprocessor design, software engineering, and embedded systems — the integration of computer systems into other kinds of systems such as appliances, robots or motor vehicles.

There is an increasing demand for highly-trained computer engineers, and the bachelor of science degree in Computer Engineering and Systems educates each student to be a responsible and productive engineer who can effectively apply emerging technologies to meet future challenges.

The B.S. in Computer Engineering and Systems is accredited by the [Engineering Accreditation Commission of ABET](#).

### Program Educational Objectives

Program objectives, as defined by [ABET](#) are the abilities, skills, and accomplishments expected of graduates within a few years of graduation. Programs are required to assess their graduates' accomplishments to determine if the objectives have been achieved. Within three to five years of graduation from the CES program, it is expected that many graduates will have:

- Developed a product or process by applying their knowledge of mathematics, computing, systems and development tools,
- Participated effectively as a member of a multi-disciplinary development team and undertaken a leadership role when appropriate,
- Taken graduate courses or continuing education classes to improve their skills and abilities,
- Made positive contributions to their community and society by applying skills and abilities learned during their undergraduate program in computer engineering and systems,
- Made decisions related to their work that demonstrate an understanding of the importance of being an ethical engineering professional,
- Applied their communication skills to effectively promote their ideas, goals, or products.

Since the objectives are fairly broad, it is not expected that every graduate will achieve every objective.

### Student Outcomes

The Accreditation Board for Engineering and Technology (ABET) is a non-governmental organization that accredits post-secondary education programs in applied science, computing, engineering, and engineering technology. Students who complete the BSEE program will achieve the following ABET-based student outcomes:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to communicate effectively with a range of audiences.
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## Admission Requirements

To be considered for admission all applicants must meet the following minimum qualifications:

- Completion of a minimum of 45 college-level credits
- Cumulative GPA of at least 2.0 in all college course work
- Completion of all pre-requisite coursework with a cumulative GPA of at least a 2.5 in all college math, science, computer science, and engineering course work. Only top marks will be considered when calculating GPA.

*Students transferring from a community college to this program are strongly encouraged to follow the Associate of Science Transfer Track 2.*

## Prerequisites

- TMATH 124, 125, and 126 (check the [Equivalency Guide](#) to see if Calculus IV is needed)
- TMATH 307
- TMATH 308
- T PHYS 121, 122, and 123. If Physics I, II and III are completed and 18 quarter credits are not achieved, the remaining credits may be satisfied by any lab-based science course.
- TCSS 142 or CSE 142 or equivalent and TCSS 143 or CSE 143 or equivalent
- TCES 215 (must have AC/DC at community colleges).

Students with previous baccalaureate degrees or extensive work experience should meet with an adviser to discuss options.

## How to Apply to the Major

All students applying to the Computer Engineering and Systems program must fill out a TCES major application form. Please visit the [School of Engineering and Technology](#) website for program application instructions. **Note: The Computer Engineering and Systems program admits only once a year in the autumn quarter.**

## Academic Standards/Policies

The following standards apply to all students in the Computer Engineering and Systems program. These standards may apply in addition to other academic standards at the University of Washington Tacoma.

- Each required TCES and TCSS course must be completed with a minimum grade of 2.0 before advancing to the next course. If a grade below 2.0 is earned, the course must be repeated. Course credit will be awarded only once, but both grades will be used in computing the cumulative grade point average. The higher grade will be used when computing the TCES major grade point average.
- If a student does not achieve the required grade of 2.0 after repeating a required TCSS or TCES course, the student must request permission to take the course a third time. The petition to repeat a course and instructions are located on the [School of Engineering and Technology](#) website.
- Courses in the Computer Engineering and Systems program may not be taken by correspondence (distance learning) without prior TCES faculty approval.
- Courses in the Computer Engineering and Systems program may not be taken as S/NS (satisfactory/not satisfactory).
- If a student wishes to substitute a course taken at another institution for a CES required course, the student must submit a [Petition to Substitute a Course](#) form along with course syllabi to their academic advisor. The CES faculty will review the petition and inform the advisor if the substitution is approved. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course. A maximum of 15 credits may be awarded through course substitution.
- Computer engineering transfer courses are held to the same 2.0 grade standard required for all Computer Engineering and Systems coursework.
- Current UW Tacoma students wishing to change to a Computer Engineering and Systems major from another major are required to apply for admission to the major and must follow the major requirements in place at the time of admission.

## Low Scholarship

- Any undergraduate Computer Engineering and Systems student who is dismissed from the University for Low Scholarship will be removed from the Computer Engineering and Systems major.
- Any undergraduate Computer Engineering and Systems student who is denied permission to repeat a required course, or who does not earn the required grade of a 2.0 or higher after repeating the course for a third time, will be removed from the Computer Engineering and Systems major
- After being removed from the Computer Engineering and Systems major, a student must re-apply for admission in order to continue as a TCES student in any status, matriculated or otherwise. The Admissions Committee will evaluate the student's application requesting re-admission, and any extenuating circumstances, and will then recommend action.

## Engineering Labs

The School of Engineering and Technology has dedicated laboratories containing specialized equipment to support its programs. These laboratories are accessible to admitted School of Engineering and Technology students via assigned key card 24 hours a day, seven days a week.

## **Required Core Courses: 80 credits**

### **Computer Science Fundamentals (10 credits)**

TCES 203 (5)

TCSS 342 (5)

### **Electrical Engineering Fundamentals (10 credits)**

TCES 310 (5)

TCES 312 (5)

### **Computer Systems (10 credits)**

TCES 372 (5)

TCES 420 (5)

### **Math / Theory (10 credits)**

TCSS 321 (5)

TCES 380 (5)

### **Ethics and Society (5 credits)**

TCSS 325 (5)

### **Computer Engineering (35 credits)**

TCES 230 (5)

TCES 330 (5)

TCES 430 (5)

TCES 455 (5)

TCES 460 (5)

TCES 480 (2)

TCES 481 (4)

TCES 482 (4)

Electives: 10 credits

- See department website or advisor for approved list.

## **Research and Internship Opportunities**

Research, directed reading, and internship opportunities allow senior-level students to explore their unique areas of interest complemented by the expertise of the faculty and industry.

## **Graduation Requirements**

To qualify for graduation with a Bachelor of Science in Computer Engineering and Systems from the University of Washington Tacoma, a student must:

- Be a matriculated Computer Engineering and Systems student in good academic standing (cumulative grade point average of 2.0 or higher) with the University of Washington Tacoma.
- Complete all Computer Engineering and Systems prerequisites and required course work with a minimum cumulative grade point average of 2.5 in those courses.
- Complete 180 credits.
- Complete a minimum of 30 credits of CES required courses in residence at the University of Washington Tacoma.
- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Have a minimum cumulative grade point average of 2.0 in all UW Tacoma classes.
- Apply for graduation in-person with an advisor two quarters before you expect to graduate.

## **Bachelor of Arts in Computer Science and Systems**

The Computer Science and Systems (TCSCI) program prepares students to enter the field of computer software design, development and maintenance. It provides students the theoretical grounding to promote a lifelong evolution in the field while also preparing them to become effective innovators and entrepreneurs. The program also provides opportunities for the practicing professional to stay abreast of emerging theory and applications and is designed to accommodate students with previously earned degrees and/or work experience. Through partnerships with leading software companies and professionals, the program seeks to advance the Computer Science field through collaborative ventures, forums, research, and internships.

The Bachelor of Arts degree provides the student with an opportunity to experience more breadth in the academic experience, and to apply the fundamental concepts and technologies of computer science to another academic discipline.

### **Mission**

The mission of the Computer Science and Systems program is to offer a high-quality undergraduate and graduate education to meet the needs of a diverse population of citizens and employers in Washington, especially in the South Puget Sound region.

### **Program Educational Objectives**

The Computer Science and Systems program has six objectives for its BA and BS graduates. The career path a graduate takes will affect the accomplishments they achieve but within three to five years after graduation they should have accomplished some of the following:

- Developed a product or process by applying knowledge of mathematics, computing, systems and development tools
- Participated effectively as a member of a development team and undertaken leadership roles when appropriate.
- Taken graduate courses or continuing education classes to improve skills and abilities
- Made positive contributions to the community and society by applying skills and abilities learned during the undergraduate program in computing
- Made decisions related to work that demonstrate an understanding of the importance of being an ethical computing professional
- Applied communication skills to effectively promote ideas, goals, or products

### **Student Outcomes**

The Computing Accreditation Commission (CAC) has defined a set of educational outcomes that all graduates of computer science programs must meet. TCSCI students must demonstrate the following attributes and abilities by the time of graduation:

## Admission Requirements

Admission to the Computer Science and Systems major is competitive.

To be considered for admission all applicants must meet the following minimum qualifications:

- Completion of all prerequisite coursework with a cumulative GPA of at least a 2.5 in all college math, science, and computer science courses
- Cumulative GPA of at least a 2.0 in all college course work
- Completion of a minimum of 45 college-level credits

## Prerequisites

- Calculus (TMATH124, or equivalent)
- Any lab-based science, such as physics (T PHYS 121), chemistry (TESC 141), or biology (TESC 120)
- Introduction to Programming and Object-oriented programming (TCSS 142 and 143 or equivalent)
- Completion of a minimum of 45 college-level credits
- Cumulative GPA of at least a 2.0 in all college course work
- Cumulative GPA of at least a 2.5 in TCSS 142, TCSS 143, TMATH 124, TMATH 110, and any lab-based science course

## How to Apply to the Major

All students applying to the Computer Science and Systems program must submit a completed Computer Science and Systems major application form. Please visit the [School of Engineering and Technology](#) website for program application instructions.

## Academic Standards/Policies

The following standards apply to all students in the Computer Science and Systems program. These standards may apply in addition to other academic standards at the University of Washington Tacoma.

- Each required Computer Science and Systems course must be completed with a minimum grade of 2.0 before advancing to the next course. If a grade below 2.0 is earned, the course must be repeated. Course credit will be awarded only once, but both grades will be used in computing the cumulative grade point average. The higher grade will be used when computing the Computer Science and Systems major grade point average.
- If a student does not achieve the required grade of 2.0 after repeating a required TCSS course, the student must request permission to take the course a third time. The petition to repeat a course and instructions are located on the [School of Engineering and Technology](#) website.
- Courses in the Computer Science and Systems program may not be taken by correspondence (distance learning) without prior TCSS faculty approval.
- Courses in the Computer Science and Systems program may not be taken as S/NS (satisfactory/not satisfactory).
- If a student wishes to substitute a course taken at another institution for a CSS required course, the student must submit a [Petition to Substitute a Course](#) form along with course syllabi to their academic advisor. The CSS faculty will review the petition and inform the advisor if the substitution is approved. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course. A maximum of 15 credits may be awarded through course substitution.

- Computer Science transfer courses are held to the same 2.0 grade standard required for all Computer Science and Systems coursework.
- Current UW Tacoma students wishing to change to a Computer Science and Systems major from another major are required to apply for admission to the major and must follow the major requirements in place at the time of admission.

### **Low Scholarship**

- Any undergraduate Computer Science and Systems student who is dismissed from the University for Low Scholarship will be removed from the Computer Science and Systems major.
- Any undergraduate Computer Science and Systems student who is denied permission to repeat a required course, or who does not earn the required grade of a 2.0 or higher after repeating the course for a third time, will be removed from the Computer Science and Systems major
- After being removed from the Computer Science and Systems major, a student must re-apply for admission in order to continue as a CSS student in any status, matriculated or otherwise. The Admissions Committee will evaluate the student's application requesting re-admission, and any extenuating circumstances, and will then recommend action.

### **Computing Labs**

The School of Engineering and Technology has dedicated laboratories containing specialized equipment to support the Computer Science and Systems program. These laboratories are accessible to admitted Computer Science and Systems students via assigned key card 24 hours a day, seven days a week. Access to facilities is also available through Internet connections.

### **Foundation - Strengthening Courses:**

- TCSS 142
- TCSS 143

### **Lower Division Coursework:**

- Required for BA TCSCI students:
  - 5 credits of English Composition
  - 5 credits additional Composition or advanced writing
  - 5 credits each of calculus, statistics, and lab-based science
  - 15 credits of Visual, Literary and Performing Arts course work
  - 15 credits of Social Science course work
  - 10 credits of Object-Oriented Programming (TCSS 142 and TCSS 143 or equivalent)
- Students with previous baccalaureate degrees or extensive work experience should meet with an advisor to discuss options.

### **Required CORE Courses**

- TCSS 305
- TCSS 321
- TCSS 325
- TCSS 333
- TCSS 342
- TCSS 371

### **Electives:**

- Students must complete 20 additional credits of 300-level or 400-level courses chosen from the Computer Science and Systems program (excluding TCSS 390); see course descriptions for listing.

**General Electives:**

- Students must complete 15 credits of upper-division (300 or 400 level) general electives.

**Required Minor:**

- Students pursuing the Bachelor of Arts degree in TCSCI are required to choose a minor from one of UW Tacoma's other academic programs unless the student has earned a previous bachelor's degree.
- Minors consist of 25-30 credits in a focused area of study.
- Students will need to work closely with an academic advisor to map out a feasible schedule.

**Research and Internship Opportunities**

Research, directed reading and internship opportunities allow senior-level students to explore their unique areas of interest complemented by the expertise of the faculty and industry. See [program](#) for more information.

**Graduation Requirements**

To qualify for graduation with a Bachelor's of Arts degree in Computer Science and Systems from the University of Washington Tacoma, a student must:

- Complete all Computer Science and Systems prerequisites and required coursework with a minimum cumulative grade point average of 2.5 in those courses.
- Be a matriculated Computer Science and Systems student in good academic standing (cumulative grade point average of 2.0 or higher) with the University of Washington Tacoma
- Complete the final 45 credits in residence at the University of Washington Tacoma
- Satisfy all of the general university graduation requirements:
  - Complete a minimum of 180 total credits
  - Apply for graduation in-person with an advisor two quarters before you expect to graduate

Students earning the [Bachelor of Arts in Computer Science and Systems](#) must also: Satisfy the requirements of any UW Tacoma minor or have earned a previous bachelor's degree.

**Bachelor of Science in Computer Science and Systems**

The Bachelor of Science in Computer Science and Systems (TCSCI) emphasizes the theoretical foundation and practical experience necessary for a career in the challenging and rewarding profession of software specification, development, design, implementation, maintenance, and re-engineering. The curriculum emphasizes the latest paradigms, languages, and techniques of today's practitioners while building a strong base to support lifelong learning in the field. It also prepares students to pursue graduate studies. Industrial partnerships provide opportunities for a wide variety of practical experiences that complement classroom teaching and research projects.

The Computer Science and Systems (TCSCI) program prepares students to enter the field of computer software design, development and maintenance. It provides students the theoretical grounding to promote a lifelong evolution in the field while also preparing them to become effective innovators and entrepreneurs. The program also provides opportunities for the practicing professional to stay abreast of emerging theory and applications and is designed to accommodate students with previously earned degrees and/or work experience. Through partnerships with leading software companies and professionals, the program seeks to advance the Computer Science field through collaborative ventures, forums, research, and internships.



## **Mission**

The mission of the Computer Science and Systems (CSS) program is to offer high-quality undergraduate and graduate education to meet the needs of a diverse population of citizens and employers in Washington, especially in the South Puget Sound region.

## **Program Educational Objectives**

Objectives, as defined by accreditation agencies, are the abilities, skills, and accomplishments expected of graduates within a few years of graduation. Programs are expected to assess their graduates' accomplishments to determine if the objectives have been achieved. Since the objectives are typically fairly broad, it is not expected that every graduate will achieve every objective.

The CSS program has set six objectives for its BS and BA graduates. The career path a graduate takes will affect the accomplishments they achieve but within the first few years after graduation, they should have accomplished some of the following:

- Developed a product or process by applying knowledge of mathematics, computing, systems and development tools.
- Participated effectively as a member of a development team and undertaken leadership roles when appropriate.
- Taken graduate courses or continuing education classes to improve skills and abilities.
- Made positive contributions to community and society by applying skills and abilities learned during undergraduate program in computing.
- Made decisions related to work that demonstrate understanding of the importance of being an ethical computing professional.
- Applied communication skills to effectively promote ideas, goals, or products.
- Applied communication skills to effectively promote ideas, goals, or products.

## **Student Outcomes**

The Computing Accreditation Commission (CAC) has defined a set of educational outcomes that all graduates of computer science programs must meet. CSS students must demonstrate the following attributes and abilities by the time of graduation:

1. Ability to apply knowledge of computing and mathematics appropriate to the discipline;
2. Ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;
3. Ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs;
4. Ability to function effectively on teams to accomplish a common goal;
5. Understand professional, ethical and social responsibilities;
6. Ability to communicate effectively with a range of audiences;
7. Ability to analyze the impact of computing on individuals, organizations and society, including ethical, legal, security, and global policy issues;
8. Recognition of the need for, and an ability to engage in, continuing professional development;
9. Ability to use current techniques, skills, and tools necessary for computing practice.
10. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
11. An ability to apply design and development principles in the construction of software systems of varying complexity.

## Admission Requirements

Applicants are evaluated on the following criteria:

- Completion of all prerequisite courses.
- Grades in prerequisite courses -- individually and cumulatively. The most competitive applicants will have at least a 3.0 in each prerequisite course.
- Overall previous academic performance.
- Completion of at least 45 college-level credits.

The CSS program admits qualified students for **autumn** and **winter** quarters only.

Admission to the major is capacity-constrained. Please review the following prerequisites and application process carefully.

## Prerequisites

To qualify for admission to the \*Bachelor of Science in CSS, applicants must first be admitted to the University of Washington Tacoma and have completed the following required prerequisites:

- Calculus I (TMATH 124 or equivalent)
- Calculus 2 (TMATH 125 or equivalent)
- Any lab-based science course (except Astronomy)
- Introduction to Programming (TCSS 142 or equivalent)
- Object-Oriented Programming (TCSS 143 or equivalent)

Required cumulative prerequisite GPA of at least 2.5, with a minimum grade of 2.0 in each individual prerequisite. Required minimum cumulative GPA of 2.0 in all college coursework.

Transfer students at WA State community colleges should use the [UW Equivalency Guide](#) to determine course equivalencies at their school.

**Please note:** Admission to the CSS program is capacity-constrained. *Students who are admitted to the program typically have grades of 3.0 and higher in prerequisite math, science, and computer science courses as well as a strong cumulative grade point average.*

\*Students preparing to apply to the BA in CSS should consult the [degree planning grid](#) for the required prerequisite courses and degree requirements.

## Academic Standards/Policies

The following standards apply to all students in the Computer Science and Systems program. These standards may apply in addition to other academic standards at the University of Washington Tacoma.

- Each required Computer Science and Systems course must be completed with a minimum grade of 2.0 before advancing to the next course. If a grade below 2.0 is earned, the course must be repeated. Course credit will be awarded only once, but both grades will be used in computing the cumulative grade point average. The higher grade will be used when computing the Computer Science and Systems major grade point average.

- If a student does not achieve the required grade of 2.0 after repeating a required TCSS course, the student must request permission to take the course a third time. The petition to repeat a course and instructions are located on the [School of Engineering and Technology](#) website.
- Courses in the Computer Science and Systems program may not be taken by correspondence (distance learning) without prior TCSS faculty approval.
- Courses in the Computer Science and Systems program may not be taken as S/NS (satisfactory/not satisfactory).
- If a student wishes to substitute a course taken at another institution for a CSS required course, the student must submit a [Petition to Substitute a Course](#) form along with course syllabi to their academic advisor. The CSS faculty will review the petition and inform the advisor if the substitution is approved. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course. A maximum of 15 credits may be awarded through course substitution.
- Computer Science transfer courses are held to the same 2.0 grade standard required for all Computer Science and Systems coursework.
- Current UW Tacoma students wishing to change to a Computer Science and Systems major from another major are required to apply for admission to the major and must follow the major requirements in place at the time of admission.

## Low Scholarship

- Any undergraduate Computer Science and Systems student who is dismissed from the University for Low Scholarship will be removed from the Computer Science and Systems major.
- Any undergraduate Computer Science and Systems student who is denied permission to repeat a required course, or who does not earn the required grade of a 2.0 or higher after repeating the course for a third time, will be removed from the Computer Science and Systems major
- After being removed from the Computer Science and Systems major, a student must re-apply for admission in order to continue as a CSS student in any status, matriculated or otherwise. The Admissions Committee will evaluate the student's application requesting re-admission, and any extenuating circumstances, and will then recommend action.

## Computing Labs

The School of Engineering and Technology has dedicated laboratories containing specialized equipment to support the Computer Science and Systems program. These laboratories are accessible to admitted Computer Science and Systems students via assigned key card 24 hours a day, seven days a week. Access to facilities is also available through Internet connections.

## Graduation Requirements

To qualify for graduation with a Bachelor's of Science degree in Computer Science and Systems from the University of Washington Tacoma, a student must:

- Complete all Computer Science and Systems prerequisites and required coursework with a minimum cumulative grade point average of 2.5 in those courses
- Be a matriculated Computer Science and Systems student in good academic standing (cumulative grade point average of 2.0 or higher) with the University of Washington Tacoma
- Complete the final 45 credits in residence at the University of Washington Tacoma
- Satisfy all of the general university graduation requirements
- Complete a minimum of 180 total credits
- Complete 25 credits of 300 and 400 level Computer Science and Systems senior electives (10 credits must be 400-level)

- Complete 45 credits in math beyond pre-calculus and lab-based science courses

### **Lower Division Coursework:**

- Required for BS TCSCI students
  - 5 credits of English Composition
  - 5 credits additional Composition or advanced writing
  - 10 credits of Visual, Literary and Performing Arts course work
  - 10 credits of Individuals and Society course work
  - 3 credits Diversity elective
  - 10 credits of Object-Oriented Programming (TCSS 142 and TCSS 143 or equivalent)
  - 15 credits of Calculus (TMATH 124, TMATH 125, TMATH 126 or equivalent)
  - 5 credits of lab-based science
  - 5 additional credits of lab-based science or math beyond pre-calculus
- Students with previous baccalaureate degrees or extensive work experience should meet with an advisor to discuss options.

### **Required CORE courses**

- TCSS 305
- TCSS 321
- TCSS 325
- TCSS 342
- TCSS 343
- TCSS 360
- TCSS 371
- TCSS 372
- TCSS 380
- TCSS 422

### **CSS Electives**

Students must complete 25 additional credits of 300-level or 400-level courses chosen from the Computer Science and Systems program (excluding TCSS 390); see course descriptions for listing.

For these 25 elective credits, students must complete:

- 5 credits from the approved electives list (see the CSS web site for the approved list),
- an additional 10 credits of 300- or 400-level TCSS electives, and
- an additional 10 credits of 400-level TCSS electives.
- No more than 10 credits of TCSS 497, TCSS 498, and TCSS 499 may be used to satisfy the elective requirement.
- Students may also take up to 5 credits of a 400-level School of Engineering and Technology course (TEE, TCES, TINFO, TINST) and/or 5 credits of a 500-level TCSS course to count towards the elective requirement (categories 2 and 3 above).

### **Other Requirements**

- TMATH 126
- TMATH 308
- TMATH 390
- A lab based science course
- An additional lab based science course OR an additional 300- or 400-level math course, except TMATH 210

## Honors Graduation Requirements

Completion of all degree requirements for the BS in CSS including:

- Maintenance of a 3.6 GPA in the major (CSS courses starting with 305 and 321) by the time of the graduation
- As part of the CSS electives requirement:
  - Completion of 10 credits of graded research in TCSS 499
    - The faculty adviser must be a full-time CSS faculty member. If a student is working on a research project in another unit or with a part-time faculty, they must have a full-time CSS faculty member approve the project and sign off on the thesis and presentation (in the rare instance where the advisor is not able to work with the student for the entire time, another faculty member within the same areas of research as the original advisor can become the advisor)
  - Completion of 5 credit hours of TCSS 440 (Formal Models in Computer Science) or a 400-level elective in the area of Senior Thesis
- Submission and approval of Senior Thesis that meets the following criteria:
  - It should be a well-written, clearly presented document, typically 4000 – 6000 words, that follows SET Honors Thesis Guidelines,
  - It should reflect work done independently under the supervision of a faculty member, and
  - The thesis should be original and demonstrate creative thinking, as judged by the faculty advisor and CSS Program Chair (or chair's designee)
- Oral presentation, arranged by a student and faculty advisor, on the honors project, with the faculty advisor, CSS Program Chair (or chair's designee), and at least five additional people (e.g., other students, faculty) to attend the presentation

Applications should be submitted at the beginning of the quarter in which the student will have completed all honors requirements

## Research and Internship Opportunities

Research, directed reading and internship opportunities allow senior-level students to explore their unique areas of interest complemented by the expertise of the faculty and industry. Industry partner internships at software development design and implementation companies are dedicated to the students of the School of Engineering and Technology and provide work experience, which complements the curriculum and can serve as on-ramps to the high tech workforce. While applying the theoretical and conceptual classroom knowledge to the practical work environment, the student creates professional relationships and gains a greater depth of understanding of the course work.

## Bachelor of Science in Electrical Engineering

Electrical engineering deals with systems that use electric and electromagnetic energy. Sub-fields of electrical engineering include power systems, communication systems, signal processing, control systems, and electronics. At the University of Washington Tacoma, the course of study in Electrical Engineering emphasizes circuit design for applications such as communications, signal processing, electromagnetics, controls, and embedded systems. Graduates with a bachelor's degree in electrical engineering find employment in industries that deal with power distribution, consumer electronics, communication, biomedical engineering, and aerospace. The demand for electrical engineers continues to grow both nationally and regionally.

## **Mission**

The mission of the Electrical Engineering Program is to provide students with the fundamental knowledge and skills needed to be responsible and productive engineers who can improve the quality of life in the community and become leaders in the field.

## **Program Educational Objectives**

Program educational objectives, as defined by [ABET](#) are the abilities, skills, and accomplishments expected of graduates within a few years of graduation. The Program Educational Objectives of the Electrical Engineering program are as follows:

Within three to five years of graduation from the EE program, it is expected that many graduates will have:

1. Developed a complex product or process by applying their knowledge of engineering principles, science, mathematics, design and implementation.
2. Participated effectively as a member of a multi-disciplinary team.
3. Undertaken a leadership role applying communication skills to effectively promote their ideas, goals, or products.
4. Made decisions related to their work that demonstrate an understanding of the importance of being an ethical engineering professional.
5. Improved their skills and abilities by taking graduate courses, professional development training, or voluntary experiential learning opportunities.
6. Made positive contributions to their community and society by applying skills and abilities learned during their undergraduate program in electrical engineering.

Since the objectives are fairly broad, it is not expected that every graduate will achieve every objective.

## **Student Outcomes**

The Accreditation Board for Engineering and Technology (ABET) is a non-governmental organization that accredits post-secondary education programs in applied science, computing, engineering, and engineering technology. Students who complete the BSEE program will achieve the following ABET-based student outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## **Admission Requirements**

The Electrical Engineering program admits qualified students once per year in the autumn quarter. Admission to the major is competitive. Please review the prerequisites and application process carefully.

To be considered for admission all applicants must meet the following minimum qualifications:

- Completion of a minimum of 45 college-level credits
- Cumulative GPA of at least 2.0 in all college course work
- Completion of all pre-requisite coursework with a cumulative GPA of at least a 2.5 in all college math, science, computer science, and engineering course work. Only top marks will be considered when calculating GPA.

Students transferring from a community college to this program are strongly encouraged to follow the Associate of Science Transfer Track 2.

## Prerequisites

All applicants must be admitted to the University of Washington Tacoma and are required to complete the following prerequisites before being accepted to the Electrical Engineering program.

- Calculus I (TMATH 124), Calculus II (TMATH 125), Calculus III (TMATH 126) (check the equivalency guide to see if calculus IV is needed) <http://admit.washington.edu/EquivalencyGuide>
- Differential Equations (TMATH 307)
- Matrix/Linear Algebra (TMATH 308)
- Physics I (T PHYS 121), Physics II (T PHYS 122), Physics III (T PHYS 123)
- If Physics I, II, and III are completed and 18 credits is not achieved, the remaining credits may be satisfied by any lab-based science course.
- 10 credits of computer programming courses
- Electrical Circuits TCES 215 or equivalent

## How to Apply

- All applicants must be admitted to the University of Washington Tacoma before applying to the major
- All students applying to the Electrical Engineering program must fill out a TEE major application form. Please visit the School of Engineering and Technology website for program application instructions. <https://www.tacoma.uw.edu/set/school-engineering-technology-home>
  - Note: the Electrical Engineering program admits only once a year in the autumn quarter.

## Academic Standards/Policies

The following standards apply to all students in the Electrical Engineering program. These standards may apply in addition to other academic standards at the University of Washington Tacoma.

- Course credit will be awarded only once but both grades are averaged together to compute the cumulative UWT grade point average. Once a student earns a 2.0 or above in a repeated course, only the passing grade will be used to compute the major grade point average.
- If a student does not achieve the required minimum grade of 2.0 after repeating a required TEE course, the student must request permission to take the course a third time. The petition to repeat a course and instructions are located on the School of Engineering and Technology website at: [tacoma.uw.edu/School of Engineering and Technology-technology/ undergraduate-resources](https://www.tacoma.uw.edu/School%20of%20Engineering%20and%20Technology-technology/undergraduate-resources).
- If a student wishes to substitute a course, a [Petition to Substitute a Course](#) form and supporting documents must be submitted to the TEE faculty for approval. If a course is more than

seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course.

- Courses in the Electrical Engineering program may not be taken by correspondence (distance learning) without prior faculty approval.
- Courses in the Electrical Engineering program may not be taken S/NS (satisfactory/not satisfactory).
- Upper-division Electrical Engineering courses used for transfer credit are held to the same minimum 2.0 grade standard required for all courses in the Electrical Engineering major.
- Students changing to the Electrical Engineering major from another major will be required to meet program and academic performance requirements in effect at the time the major is changed.

### **Low Scholarship**

- An undergraduate Electrical Engineering major who is dismissed from the university for low scholarship will be removed from the Electrical Engineering major.
- An undergraduate Electrical Engineering major who's petition to re-take a course for a third time is denied by TEE faculty, will be removed from the Electrical Engineering major.
- After being removed from the Electrical Engineering major, a student must re-apply for admission to continue as a TEE student in any status.

### **Engineering Labs**

The School of Engineering and Technology has dedicated laboratories containing specialized equipment to support its programs. These laboratories are accessible to admitted School of Engineering and Technology students via assigned key card 24 hours a day, seven days a week. Access to facilities is also available through Internet connections.

### **Required CORE Courses**

#### **ELECTRICAL ENGINEERING FUNDAMENTALS (5 CREDITS)**

TCES 230 (5)

#### **MATH/THEORY (5 CREDITS)**

TCES 380 (5)

#### **ETHICS AND SOCIETY (5 CREDITS)**

TEE 225 (5)

#### **ELECTRICAL ENGINEERING (70 CREDITS)**

TCES 310 (5)

TCES 312 (5)

TEE 315 (4)

TEE 317 (5)

TEE 316 (5)

TCES 330 (5)

TEE 331 (4)

TEE 341 (4)

TEE 372 (3)

TEE 431 (5)

TEE 451 (5)

TCES 421 (5)

TEE 453 (5)

TEE 480 (2)

TEE 481 (4)

TEE 482 (4)



## **Electives (5 credits)**

*See department website or advisor for approved list.*

## **Graduation Requirements**

- Be a matriculated Electrical Engineering student in good academic standing (cumulative grade point average of 2.0 or higher) with the University of Washington Tacoma.
- Complete all Electrical Engineering prerequisites and required course work with a minimum cumulative grade point average of 2.5 in those courses.
- Complete 180 credits.
- Complete a minimum of 30 credits of Electrical Engineering required courses in residence at the University of Washington Tacoma.
- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Have a minimum cumulative grade point average of 2.0 in all UW Tacoma classes.
- Apply for graduation in-person with an advisor two quarters before you expect to graduate.

## **Bachelor of Science in Information Technology**

The Information Technology program (IT) provides an educational pathway for students who want to focus on the computing technology that addresses the needs of the end user.

There is an urgent need for specialists who develop new information technologies and systems. There is a high demand for professionals who understand the importance of information workflow: how to use existing systems and tools to gather, manipulate, store, retrieve, and manage information in all types of settings.

Information technology is the newest computing discipline recognized by the Association for Computing Machinery (ACM), Accreditation Board for Engineering and Technology (ABET), and Electrical and Electronics Engineers (IEEE). The Information Technology program differs from the existing Computer Science and Computer Engineering programs in the following ways:

- IT places a greater emphasis on application, deployment, configuration, and development than on the theory and principles of computing.
- The technology that manages information changes quickly as practitioners address real-world problems in industry, government and research. This program actively responds to the changes that reflect current trends in the information technology field.
- Our learning environment fosters independent critical thinking and problem solving skills, and emphasizes the need for the ability to analyze the impact of technology on individuals, organizations and society including ethical, legal and public policy issues.
- Every IT graduate will gain valuable industry experience by participating in a mandatory internship. This provides students with real-world experiences of what to expect when they join the workforce and helps graduates “hit the ground running.”
- The IT program seeks students who are active learners, passionate about current trends in technology, and capable of achieving the goals of managing and supporting information technology systems.

## **Mission**

The Information Technology (IT) program will educate students to analyze, design, integrate, and manage information systems using information technology.

## Program Educational Objectives

The intent of the Information Technology program is to produce graduates who are able to achieve the following objectives:

- Developed a product or process by applying knowledge of programming, web, database, human computer interaction, networking and security tools
- Participated effectively as a member of a development team and undertaken leadership roles when appropriate
- Taken graduate courses or continuing education classes to improve skills and abilities
- Made positive contributions to community and society by applying skills and abilities learned during undergraduate program in information technology
- Made decisions related to work that demonstrate understanding of the importance of being an ethical computing professional
- Applied communication skills to effectively promote ideas, goals or products

## Student Outcomes

Students graduating from our information focused programs will be able to choose many different roles; becoming IT and IS consultants, project planners, project managers, interface designers, information systems researchers, web developers, and systems analysts. To emphasize, consider some of the general tasks that an information technology and systems specialist is likely to perform depending on where she works:

Graduates of the program will have an ability to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems. [IT]

## Admission Requirements

The Information Technology program only admits once per year in the autumn quarter. To be considered for admission all applicants must meet the following minimum qualifications:

- Completion of all prerequisite coursework with a minimum cumulative GPA of at least a 2.5 in those courses
- A cumulative GPA of at least 2.0 in all college course work
- Completion of a minimum of 45 college-level credits

## Prerequisites

- TCSS 142 (5)
- TMATH 120 (5) **or** Pre-Calculus I & II at a community college

## How to Apply to the Major

All students applying to the Information Technology program must submit a completed major application form. Please visit the [School of Engineering and Technology](#) website for program application instructions.

## Academic Standards/Policies

The following standards apply to all students in the Information Technology program. These standards may apply in addition to other academic standards at the University of Washington Tacoma.

- Each required prerequisite course as well as each required IT course must be completed with a minimum grade of 2.0 before advancing to the next course. If a grade below 2.0 is earned, the course must be repeated. Course credit will be awarded only once, but both grades will be used in computing the grade point average. The higher grade will be used when computing the IT major grade point average.
- If after repeating a required IT course a student does not achieve the required grade of 2.0, the student must request permission to take the course a third time. The Petition to Repeat a Course form and instructions are located on the [School of Engineering and Technology](#) website.
- Courses in the Information Technology program may not be taken by correspondence (distance learning) without prior faculty approval.
- Courses in the Information Technology program may not be taken S/NS (satisfactory/not satisfactory).
- If a student wishes to substitute a course taken at another institution for a required Information Technology course, the student must submit a [Petition to Substitute a Course](#) form along with course syllabi to their academic advisor. The IT faculty will review the petition and inform the advisor if the substitution is approved. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course. A maximum of 15 credits may be awarded through course substitution.
- Information Technology transfer courses are held to the 2.0 grade standard required for all courses for Information Technology.
- Current UW Tacoma students wishing to change to an Information Technology major from another major are required to apply for admission to the major and must follow the major requirements in place at the time of admission.

## Low Scholarship

- Any undergraduate Information Technology student who is dismissed from the University for Low Scholarship will be removed from the Information Technology major.
- Any undergraduate Information Technology student who is denied permission to repeat a required course, or who does not earn the required grade of a 2.0 or higher after repeating the course for a third time, will be removed from the Information Technology major
- After being removed from the Information Technology major, a student must re-apply for admission in order to continue as an IT student in any status, matriculated or otherwise. The Admissions Committee will evaluate the student's application requesting re-admission, and any extenuating circumstances, and will then recommend action.

## Graduation Requirements

To qualify for graduation with a Bachelor of Science degree in Information Technology from the University of Washington Tacoma, a student must:

- Complete all Information Technology prerequisites and required coursework with a minimum cumulative grade point average of 2.5 in those courses.
- Be a matriculated Information Technology student in good academic standing (2.0 cumulative GPA or higher) with the University of Washington Tacoma
- Complete the final 45 credits in residence at the University of Washington Tacoma
- Satisfy all of the general university graduation requirements
- Complete a minimum of 180 credits
- Apply for graduation in-person with an advisor two quarters before you expect to graduate

### **Required Core Courses**

- T INFO 200
- T INFO 210
- T INFO 220
- T INFO 230
- T INFO 240
- T INFO 250
- T INFO 320
- T INFO 310
- T INFO 360
- T INFO 370
- T INFO 452 or TINFO 457
- TMATH 110
- TWRT 291
- TCSS 325

### **Required Internship and Senior Project: 10 credits**

- T INFO 482
- T INFO 497 or TINFO 481

### **Senior Electives: 15 credits**

- See [program](#) website for courses.

### **Options**

#### **Information Assurance and Security Option: 15 credits**

- TINFO 441
- TINFO 442
- TINFO 443

#### **Digital Mobile Forensics Option: 15 Credits**

- TINFO 444
- TINFO 445
- TINFO 446

### **Bachelor of Science in Mechanical Engineering (First cohort will be admitted in Autumn Quarter 2021)**

The Mechanical Engineering (TME) program provides students with a theoretical and applied knowledge of design in many areas. Students take courses in thermal sciences, fluid mechanics, machine design,

and mechatronics. The course knowledge is appropriate for careers in biomechanics, energy systems, manufacturing, aerospace, robotics or graduate study.

Mechanical engineers have additional knowledge about the design process and systems integration that allows them to perform well in diverse career categories. Design applications are based on multiple design projects embedded in the curriculum, and a capstone design course sequence.

The demand for mechanical engineers has continued to grow nationally, as the degree is often considered the most flexible of the engineering disciplines. The TME program has a focus on preparing students to be responsible and productive engineers who can effectively apply emerging technologies to meet future challenges.

## **Program Educational Objectives**

The objectives of the BSME curriculum are based on ABET program criteria, the National Academy of Engineering's The Engineer of 2020 [6], and the ASME Vision 2030 [2]. These objectives are:

- Technical Competence
  - Apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations).
  - Model, analyze, design, and realize physical systems, components or processes in thermal and mechanical systems.
- Creativity and Innovation for solving real-world problems
  - Apply engineering design to solve societal problems in areas such as energy, water, health, and poverty.
- Practice-based Engineering and Design
  - Use a systems perspective and codes & standards to design thermal and mechanical systems.
- Professional Skills
  - Cultivate project management, inter-disciplinary teamwork, entrepreneurship, and leadership skills in the ethical practice of mechanical engineering.

Since the objectives are fairly broad, it is not expected that every graduate will achieve every objective.

## **Student Outcomes**

The new BSME degree program will seek accreditation through ABET. Students who complete the program would achieve the following ABET-based learning outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

## Admission Requirements

**To be considered for admission all applicants must meet the following minimum qualifications:**

- Completion of a minimum of 45 college-level credits
- Cumulative GPA of at least 2.0 in all college course work
- Completion of all pre-requisite coursework with a cumulative GPA of at least a 2.5 in all college math, science, computer science, and engineering course work. Only top marks will be considered when calculating GPA

**Students transferring from a community college to this program are strongly encouraged to follow the Associate of Science Transfer Track 2.**

## Prerequisites

All applicants must be admitted to the University of Washington Tacoma and are required to complete the following prerequisites before being accepted to the Mechanical Engineering program.

- TMATH 124, 125, and 126 (check the Equivalency Guide to see if calculus IV is needed)
- TMATH 307
- TMATH 324
- T PHYS 121, 122, and 123. If Physics I, II and III are completed and 18 quarter credits are not achieved, the remaining credits may be satisfied by any lab-based science course.
- T CHEM 142
- TME 221
- TME 222
- TME 223
- TCSS 142 or CSE 142 or equivalent
- TCES 215 (must have AC/DC at community colleges).

Must meet the minimum cumulative GPA of at least a 2.5 in all required prerequisite coursework  
Students with previous baccalaureate degrees or extensive work experience should meet with an adviser to discuss options.

## How to Apply to the Major

All applicants must be admitted to the University of Washington Tacoma before applying to the major.

All students applying to the Mechanical Engineering program must fill out a TME major application form. Admission to the major is competitive. Please visit the School of Engineering and Technology website for program application instructions. **Note: The Mechanical Engineering program admits only once a year in the autumn quarter.**

## **Academic Standards/Policies**

The following standards apply to all students in the Mechanical Engineering program. These standards may apply in addition to other academic standards at the University of Washington Tacoma.

- Each required TME course must be completed with a minimum grade of 2.0 before advancing to the next course. If a grade below 2.0 is earned, the course must be repeated. Course credit will be awarded only once, but both grades will be used in computing the cumulative grade point average. The higher grade will be used when computing the ME major grade point average.
- If a student does not achieve the required grade of 2.0 after repeating a required TME course, the student must request permission to take the course a third time. The petition to repeat a course and instructions are located on the School of Engineering and Technology website.
- Courses in the Mechanical Engineering program may not be taken by correspondence (distance learning) without prior ME faculty approval.
- Courses in the Mechanical Engineering program may not be taken as S/NS (satisfactory/not satisfactory).
- If a student wishes to substitute a course taken at another institution for a TME required course, the student must submit a Petition to Substitute a Course form along with course syllabi to their academic advisor. The ME faculty will review the petition and inform the advisor if the substitution is approved. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course. A maximum of 15 credits may be awarded through course substitution.
- Mechanical Engineering transfer courses are held to the same 2.0 grade standard required for all Mechanical Engineering coursework.
- Current UW Tacoma students wishing to change to a Mechanical Engineering major from another major are required to apply for admission to the major and must follow the major requirements in place at the time of admission.

## **Low Scholarship**

- Any undergraduate Mechanical Engineering student who is dismissed from the University for Low Scholarship will be removed from the Mechanical Engineering major.
- Any undergraduate Mechanical Engineering student who is denied permission to repeat a required course, or who does not earn the required grade of a 2.0 or higher after repeating the course for a third time, will be removed from the Mechanical Engineering major.
- After being removed from the Mechanical Engineering major, a student must re-apply for admission in order to continue as an ME student in any status, matriculated or otherwise. The Admissions Committee will evaluate the student's application requesting re-admission, and any extenuating circumstances, and will then recommend action.

## **Engineering Labs**

The School of Engineering and Technology has dedicated laboratories containing specialized equipment to support its programs. These laboratories are accessible to admitted School of Engineering and Technology students via key card 24 hours a day, seven days a week.

## **Research and Internship Opportunities**

Research, directed reading, and internship opportunities allow senior-level students to explore their unique areas of interest complemented by the expertise of the faculty and industry.

### **Required Core Courses: 80 credits**

TEE 225 (5)  
TCES 380 (5)  
TME 310 (2)  
TME 311 (2)  
TME 315 (4)  
TME 320 (4)  
TME 331 (5)  
TME 332 (5)  
TME 341 (5)  
TME 342 (5)  
TME 345 (5)  
TME 433 (5)  
TME 435 (4)  
TME 441 (5)  
TME 443 (5)  
TME 444 (4)  
TME 480 (2)  
TME 481 (4)  
TME 482 (4)

### **Electives: 4 credits**

See department website or advisor for approved list.

### **Graduation Requirements**

To qualify for graduation with a Bachelor of Science in Mechanical Engineering from the University of Washington Tacoma, a student must:

- Be a matriculated Mechanical Engineering student in good academic standing (cumulative grade point average of 2.0 or higher) with the University of Washington Tacoma.
- Complete all Mechanical Engineering prerequisites and required course work with a minimum cumulative grade point average of 2.5 in those courses.
- Complete 180 credits.
- Complete a minimum of 30 credits of ME required courses in residence at the University of Washington Tacoma.
- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Have a minimum cumulative grade point average of 2.0 in all UW Tacoma classes.
- Apply for graduation in-person with an advisor two quarters before you expect to graduate.

### **Minors**

The School of Engineering and Technology offers the following program of study:

- Minor in Applied Computing

### **Applied Computing Minor**

The minor in Applied Computing is designed for students who want to be sophisticated users of computing technology and principles in their field, but do not seek extensive programming experience. The minor offers grounding in basic computing skills and principles and key



technologies such as database management and computer networks. It also provides the student the opportunity to integrate these skills into his or her major field.

The minor in Applied Computing does not require computer proficiency or prerequisites. This minor consists of five courses: three core courses designed to offer depth in computing skills and concepts and to encourage breadth of experience.

### **Requirements: 25 credits**

#### **Required Core Courses: 15 credits**

- TINST 310
- TINST 311
- TINST 312

#### **Elective Courses: 10 credits**

- See the [School of Engineering and Technology](#) website for a list of approved courses.

## **Graduate Degrees**

The School of Engineering and Technology offers the following programs of study:

- Master of Computer Science and Systems
- Master of Cybersecurity and Leadership
- Doctor of Philosophy (Computer Science and Systems)
- Graduate Certificate in Software Development Engineering

### **Master of Computer Science and Systems**

The School of Engineering and Technology at the University of Washington Tacoma, launched in 1999, serves as home for the Master of Science in Computer Science and Systems program (MSCSS). Through innovative research opportunities and partnerships with area companies, the School of Engineering and Technology helps graduate students gain practical work experience and meets continually changing industry needs. The School of Engineering and Technology also provides services to attract and support students from diverse local as well as international educational, economic and ethnic backgrounds.

### **About the Degree Program**

The master's degree in Computer Science and Systems at University of Washington Tacoma is designed for advanced careers in the technology industry and to prepare students to enter a Ph.D. program in computer science. Those with a master's degree in computer science typically earn 25 to 30 percent higher starting salaries than those with bachelor's degrees, according to a report by the U.S. Bureau of Labor Statistics. The degree requires 40-45 credits, depending on the various degree options.

## **Curriculum**

The courses a student may take to satisfy the requirements for the MSCSS degree fall into four categories:

- Core courses (required of all students)
- Elective courses (required of all students)
- Capstone course (required of thesis and project option students)
- Substitution courses (Independent Study, Research Seminars, courses from other UW campuses)

### **Core Courses**

All graduate students are required to complete three core courses:

- TCSS 543 or TCSS 540
- TCSS 558
- TCSS 598 (typically taken over two quarters)

### **Elective Courses**

The number of elective courses a student is required to take depends on the degree pathway that the student has chosen. For students in the course-only pathway, 30 credits of elective courses are required. The total required for students in the Capstone/Thesis pathway is 15 credits of elective courses. Students may request permission to use independent study credits (TCSS 600) toward this total. All elective courses will be taken at the 500-level.

### **Independent Study (TCSS 600)**

After taking the core courses, a student may develop a strong interest in a specific area of computer science that is not covered in any elective course being offered. In this case, the student may propose to substitute an independent study course for an elective course. To do this, the student must first find a faculty member who will supervise the independent study and then submit the proposed plan of study to the Graduate Committee for approval in the quarter prior to being undertaken.

### **Thesis and Capstone Project Courses (TCSS 700 and 702)**

Students enrolled in the thesis pathway are required to take 10 credits of TCSS 700 and students in the project pathway are required to take 10 credits of TCSS 702. If a student chooses to switch from the thesis or project pathway to the course-only pathway, the credits from 700 and 702 will not count as elective credits.

## Options

Students are eligible to have one concentration listed on their final transcript. The transcript will include the name of the degree, Master of Science in Computer Science and Systems, and one concentration from five available categories:

1. Bioinformatics Option
2. Geographical Information Systems (GIS) Option
3. Data Science Option
4. Cybersecurity Option
5. Cyber-physical Systems Option
6. Distributed Systems Option

In order to have a concentration listed on a final transcript, a student must earn 20 credits from graduate level courses in their corresponding tracks. Please meet with your advisor for more information.

## Admission Requirements

Admission to the Master of Science in Computer Science and Systems is competitive and based on acceptance by the UW Graduate School and the School of Engineering and Technology graduate committee.

## Requirements

- Baccalaureate degree from a regionally accredited institution of higher learning with at least a 3.0 GPA for the last 90 credits (quarter system).
- Competitive GRE scores on a test taken within the last five years
- Completed application forms
- Personal statement
- Résumé
- Three letters of recommendation

Those interested in enrolling in the Master of Science in Computer Science and Systems should make an appointment with an advisor by calling 253-692-5860. Details about the curriculum and prerequisites, along with application materials and admissions requirements, are available on the school's website at [tacoma.uw.edu/tech](http://tacoma.uw.edu/tech).

## Graduate Non-matriculated (GNM) Status

Graduate non-matriculated (GNM) enrollment is beneficial to those who are interested in professional development or beginning work toward a graduate degree. A GNM is a post-baccalaureate student who wants to take graduate courses, but who has not been admitted by the Graduate School to a degree program. GNM status allows qualified students to earn graduate credits in an area of interest. A total of 12 credits can apply toward a graduate degree. This status is not available to international students on F-1 visas. Acceptance as a GNM student does not imply nor does it confer priority for later admission to the Graduate School for pursuit of a degree. GRE scores are not required to apply for GNM status.

## **Academic Standards/Policies**

Students are required to maintain satisfactory progress meeting the university and program standards relative to scholarship and performance in pursuit of the master's degree, including each of the following:

- Maintain a cumulative 3.0 GPA
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in each required course
- Make adequate progress with the thesis or capstone project, if pursuing this option, as demonstrated by the faculty advisor or committee chair, including interest, responsibility in working toward completion of project or thesis, and number of credits taken before a proposal has been approved.

## **Graduation Requirements**

There are three pathways for completing the MSCSS degree:

- Thesis pathway
- Capstone project pathway
- Course-only pathway

### **Thesis**

The thesis is designed for graduate students who are prepared and want to engage in innovative research, working with one or more School of Engineering and Technology faculty members. This research often results in one or more publications in journals or conference proceedings.

Students who select the thesis must work with a faculty advisor to produce a thesis proposal. The proposal, along with a Proposal to Enroll in MSCSS Capstone, is submitted to the Graduate Committee for approval.

After the Graduate Committee approves the proposal, the student registers for TCSS 700. A total of 10 credits of TCSS 700 must be completed to meet the degree requirements. These units are typically taken in two quarters. TCSS 700 is graded credit/no credit; the course does not count toward the student's grade-point average.

### **Capstone Project**

The capstone project was designed for graduate students who want to work on a significant technical project as part of their graduate program. Capstone projects typically involve the design, implementation and testing of a moderate to large programming project.

Students who select the capstone project must work with a faculty advisor to produce a project proposal. The proposal, along with a Proposal to Enroll in MSCSS Capstone form, is submitted to the Graduate Committee for approval.

After the Graduate Committee approves the proposal, the student registers for TCSS 702. A total of 10 credits of TCSS 702 must be completed to meet the degree requirements. These units are typically taken

in two quarters. TCSS 702 is graded the same way core and elective courses are graded, so the grades count toward the student's grade-point average.

## **Course-Only**

Students may choose to take an additional three 500-level electives (15 credits) to satisfy their degree requirements in place of capstone course work. This option is provided for students who are primarily interested in a broader education in computer science.

## **Master of Cybersecurity and Leadership**

The Master of Cybersecurity and Leadership (MCL) is jointly offered by the School of Engineering & Technology and the Milgard School of Business. The MCL program leverages the resources of both schools for military populations and industry in the South Puget Sound. By identifying, addressing, and promoting solutions for issues of information assurance and cybersecurity, MCL serves as an educational foundation for invention, innovation, and entrepreneurship in the state of Washington, thereby sustaining the vitality of existing and prospective information assurance and cybersecurity industries.

## **About the Degree Program**

The MCL is designed for mid-career professionals and military personnel with a technical background and work experience, and a regionally accredited bachelor's degree. Applicants are seeking a competitive advantage for advancement in the military, in government agencies, and in the private sector for leadership positions in the growth area of cybersecurity operations. The MCL program provides graduates with the technical competencies and managerial skills necessary for leading technology professionals and organizations in the 21st century.

The MCL program provides a thorough knowledge base for managers and technology leaders concerned with the design, development, implementation, operation, and management of cybersecurity systems, and the protection of an organization's information assets. Graduates will have the necessary skills to effect organizational change and protect companies from cyber threats.

More information can be found at the [departmental website](#).

## **Admission Requirements**

Applicants must provide evidence of the successful completion of a baccalaureate degree from an accredited institution with at least a 3.0 GPA.

A degree in computer science or information technology is not required; however, applicants who can demonstrate knowledge of computer network technologies and computer programming language(s) are preferred.

Technical proficiency in Networking can be demonstrated by providing documentation in at least one of the following areas.

- Education: An Introduction to Computer Networking course
- Job-Related Experience and/or Certification, e.g., (1 year of working with, managing, maintaining information networks) and/or network certification

Technical proficiency in Programming can be demonstrated by providing documentation in at least one of the following areas:

- Education: Intro to programming course in Java, C#, C++, or C
- Relevant work experience in programming

Candidates with at least four years of professional or military career experience are preferred.

## **Academic Standards/Policies**

Students are required to maintain satisfactory progress meeting the university and program standards relative to scholarship and performance in pursuit of the master's degree, including each of the following:

- Maintain a cumulative 3.0 GPA
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in each required course

## **Doctor of Philosophy (Computer Science and Systems)**

The PhD degree in Computer Science and Systems is designed to develop scholars, educators, and interdisciplinary researchers who focus on computing principles for breadth, to become experts in one of many interdisciplinary areas in science and society characterized by substantial engineering and technology challenges requiring significant domain expertise to solve. The curriculum is built upon the existing Master's in Computer Science and Systems program (MSCSS) at UW Tacoma. Graduates from the PhD in Computer Science and Systems program will be scholars and contributors to local growth and use-inspired innovation. The program builds advanced computing knowledge, augments critical thinking skills, and helps inquiry, questioning and abstraction towards tool development while contributing to theoretical advances in the area of the student's emphasis. The curriculum includes courses in traditional areas of computer science, such as advanced algorithms and distributed computing, as well as courses in high demand fields where SET's faculty have strong expertise, such as machine learning, cryptography, cloud computing, and bioinformatics. Graduates of this program will be leaders and advanced explorers able to bridge the gap between technological and societal demands through collaborative research.

Overview of degree requirements. The PhD program builds upon the existing MSCSS program.

Students need to satisfy the requirements for the MSCSS program (40 credits). Furthermore, they need to complete at least 20 credits of additional 500-level elective coursework and 30 credits of doctoral thesis.

Overall, the PhD program will require completion of 90 credits, namely:

- 40 credits required to obtain the MS CSS degree with a master thesis option, namely:
  - TCSS 543 or TCSS 540 (5 credits)
  - TCSS 558 (5 credits)
  - TCSS 598 (5 credits)
  - 15 credits of 500-level TCSS elective courses (510 or above; see list below)
  - TCSS 700 (10 credits)
- 20 credits of 500-level TCSS elective courses, chosen from at least 3 different concentration tracks
- 30 credits of doctoral dissertation TCSS 800

In addition, to obtain the PhD degree, students need to successfully pass a:

- General examination with research proposal
- Final examination

## Admission Requirements

The admission requirements for the program are:

- Applicants must provide evidence of the successful completion of a baccalaureate degree from an accredited institution with at least a 3.0 GPA.
- Applicants must demonstrate successful completion of preparatory coursework prior to their formal application to the PhD CSS program (see Section “CURRICULUM”, “Prerequisite coursework”).
- Prospective students submit the following information using the UW Graduate School's online system:
  - A personal statement, discussing the applicant's interest in the field of computer science and any areas of specialization.
  - A current resume, including any work related to computer science prerequisites that is not clearly listed on the transcript.
  - A transcript from each post-secondary school attended.
  - Graduate Record Exam (GRE) scores. The test must have been taken within the last five years.
  - Contact information of at least two recommenders. The application system will send an e-form to the recommenders, inviting them to upload their recommendation letter.
- In addition to the application materials listed above, international applicants must provide proof of English Proficiency.

## Admission process

Each application will be reviewed holistically by a faculty committee (the Graduate Program Committee). The graduate advisor (a staff member) will create a list of completed applications, assign them for review to the Graduate Program Committee, and notify applicants of the admission decision.

Students who have completed the MSCSS degree with the capstone project or course-only option, will be able to transfer 30 credits.

<https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-8-graduate-school-english-language-proficiency-requirements/>

Students who have completed a prior MS degree in a different institution might be able to transfer up to 30 credits. The CSS Graduate Program Committee will review such requests on a case-by-case basis, requesting appropriate documentation from applicants to assess the equivalency of courses.

## Prerequisite Coursework

As the PhD program builds upon the existing MSCSS program, the prerequisite coursework requirements are the same as for the MSCSS program. All students admitted to the MSCSS program (and hence the PhD program) are expected to have competency in the following areas:

- Object-Oriented Programming (equivalent to TCSS 142, TCSS 143 and TCSS 305)
- Discrete Mathematics (equivalent to TCSS 321)
- Data Structures (equivalent to TCSS 342)
- Algorithms (equivalent to TCSS 343)
- Program Management/Software Engineering (equivalent to TCSS 360)
- Computer Organization (equivalent to TCSS 371)
- Computer Architecture (equivalent to TCSS 372)
- Calculus
- Science (Physics preferred)

Students without a degree or significant work experience in computer science can complete the prerequisites as a post-baccalaureate student. In rare circumstances, students lacking one or two prerequisites may be admitted on a space available basis.

Student learning goals.

The PhD in Computer Science and Systems program prepares students for a research career in industry or academia. Graduates of the PhD in Computer Science and Systems program have a broad, comprehensive knowledge of computer science core areas, including algorithms and architecture. They have deep knowledge and expertise in a specific area of computer science research that enables them to create solutions that can change the world.

## **Program Learning Outcomes**

Upon successful completion of the PhD in Computer Science and Systems program, graduates will be able to:

- Read, understand, and evaluate professional literature on advanced topics in computer science
- Use current techniques, skills, and tools necessary for computing practice
- Independently conduct original research by identifying important computer science
- Problems (e.g. performing a gap analysis), developing solutions through creative problem-solving and rigorous design, designing and performing experimental evaluation, and conducting rigorous analyses of results
- Communicate computer science concepts in verbal and written forms to effectively
- Disseminate results to a technical audience

For more information, please visit the [School of Engineering and Technology](#) website.

## **Graduate Certificate in Software Development Engineering (GC-SDE)**

In this six-course graduate certificate program, students will build on basic computer programming knowledge to learn the best practices of software development and design while learning to implement these practices as software engineers. Over the course of a year, students will learn the core concepts of computer science spanning from fundamental data structures and algorithms, to software engineering, to object-oriented and systems programming through lectures and hands-on labs. The program concludes with a project-based capstone course emphasizing team-oriented full stack development. The ultimate goal is to provide graduates with a practicum in software development to help augment and advance their existing career or continue to a master's program in computer science to facilitate a transition into a career in software development.

### **Curriculum**

The proposed certificate is comprised of 6 courses (3 credits each) over 3 quarters. In each quarter, one course will be devoted to theoretical ideas and practical aspects of software engineering. In the companion lab course, students will receive hands-on training to write programs to practice the ideas and reinforce core concepts in a series of assignments and the presentation of a final project. High-level programming languages such as Python, and Java, and/or C++, will be used. However, the specific programming language(s) used in each course will be subject to change based on industry demand, student background, instructor preference, and technology evolution. Students entering this program will be expected to have previously obtained a bachelor's degree.

In addition, applicants are expected to possess basic computer programming knowledge equivalent to a mastery of concepts from two programming courses such as TCSS 142 and TCSS 143 or equivalent



work experience and a college level pre-calculus course. The GC-SDE program consists of 6 courses (3 credits each):

TCSS 501  
TCSS 502  
TCSS 503  
TCSS 504  
TCSS 505  
TCSS 506

## **Student Learning Outcomes**

Upon completion of this GC-SDE program, students will be able to:

- Solve computer-programming problems by applying commonly used algorithms and data structures.
- Implement computer programs using a modern high-level programming language.
- Explain fundamental concepts in software engineering and software design.
- Acquire hands-on collaborative, software development project experience using version control and configuration management tools.
- Apply computer systems concepts in support of software development.

## **Admission Standard**

The GC-SDE courses are designed for those who lack formal training, but have a strong passion for software development. Admission requirements into the program are the following:

1. Completion of TCSS 142 Introduction to Programming or equivalent with a 2.0 or better.
2. Completion of TCSS 143 Fundamentals of Object-Oriented Programming or equivalent with a 2.0 or better.
3. Completion of TMATH 115 Pre-Calculus I: Function or equivalent with a 2.0 or better.
4. Completion of a Bachelor's degree in any field of study with a cumulative GPA of at least 3.0.

## **Grading/Assessment, Minimum Standards, Transcripts, and Granting Certificates,**

Upon satisfactory completion of all six courses with a minimum of 2.7 in any one course and a cumulative GPA of at least 3.0, the student will be eligible to receive the graduate certificate. Upon completion of the certificate, students will be encouraged to apply to the MSCSS program and other graduate programs in computer science.

For more information, please visit the [School of Engineering and Technology](#) website.

## **Course Descriptions**

### **Computer Science and Systems**

#### **TCSS 101 Computer Science Principles (5) NW, QSR**

Introduces fundamental concepts of computer science and computational thinking. Includes logical reasoning; problem solving; operation of computers and networks; effective searching; and ethical, legal, and social aspects of information technology.

**TCSS 141 Programming for All (5)**

Introduces programming fundamentals for students with no prior programming experience. Includes design and implementation of small programs using algorithmic thinking, problem solving and program structures. Prerequisite: a minimum grade of 2.0 in either TMATH 116, TMATH 120, or MATH 120, a score of 120-180 on MPT-AS test, or a score of 2 on AP MATH exam (AB or BC).

**TCSS 142 Introduction to Programming (5) NW, QSR**

Introduces the design and implementation of procedural programs. Includes an introduction to program structure, data types, arrays, recursion and objects. Prior experience in programming is expected. Prerequisite: a minimum grade of 2.0 in either TMATH 116, TMATH 120, TMATH 121, or MATH 120, a score of 120-180 on MPT-AS test, or 2 on AP Computer Science exam A. Offered: AWSp.

**TCSS 143 Fundamentals of Object-Oriented Programming Theory and Application (5) NW, QSR**

Develops fundamental concepts and techniques for analysis, design, and implementation of computer programs using an object-oriented language. Includes recursive techniques, use of abstract data types (ADTs), and introduction to simple data structures. Prerequisite: a minimum grade of 2.0 in either TCSS 142 or CSE 142. Offered: AWSp.

**TCSS 305 Programming Practicum (5) NW, QSR**

Provides a practicum in program design and development. Programming practice on a medium-scale, object-oriented application, consolidating prior programming principles and expanding knowledge of application design.

**TCSS 321 Discrete Structures I (5) NW, QSR**

Introduces definitions and tools for reasoning about discrete mathematical objects useful for computer professionals, including set theory, propositions and predicates, Boolean algebra, sequences, enumeration, algorithms, methods of proof, and relations.

**TCSS 322 Discrete Structures II (5)**

Covers advanced topics in discrete mathematics useful for computing professionals, including basic counting techniques, discrete probability, recurrence relations, graphs, trees, and models of computation such as finite state machines and Turing machines. Prerequisite: a minimum grade of 2.0 in TCSS 321 and either TMATH 110 or TMATH 390.

**TCSS 325 Computers, Ethics, and Society (5) I&S/VLPA**

Analyzes social, political, and ethical implications of computer and information technologies. Covers Western ethical theories, professional ethics, and diverse topics in computer ethics. Emphasizes writing and the construction of ethical arguments.

**TCSS 333 C for System Programming (5)**

Introduces C as a language for exploring low-level machine characteristics and interacting with operating system services. Includes bit models for numeric data, pointers, arrays and structures, memory allocation, development of multiple file programs, libraries, system calls, and tools for compiling and linking.

**TCSS 342 Data Structures (5) QSR**

Covers data structures and classical algorithms with an emphasis on implementing them in high-level

programming languages. Includes sequential and linked lists, binary trees, heaps, B-trees, hash tables, graphs, and algorithms for searching and sorting. Concentrates on developing implementations, understanding their performance, and estimating their potential effectiveness in applications. Prerequisite: minimum grade of 2.0 in either TCES 203 or TCSS 305; and TCSS 321.

#### **TCSS 343 Design and Analysis of Algorithms (5) NW**

Develops competencies associated with problem-solving, algorithms, and computational models. Explores algorithms analysis and design, and computational complexity. Includes efficient algorithms, models of computation, correctness, time and space complexity, NP-complete problems, and undecidable problems. Prerequisite: minimum grade of 2.0 in TCSS 342

#### **TCSS 360 Software Development and Quality Assurance Techniques (5) NW**

Covers how to build quality software using standard development practices and representations. Includes writing and using requirements, designing and representing computational units, rigorous program testing, reviews and inspections, and working effectively in teams. Prerequisite: a minimum grade of 2.0 in TCSS 342; 10 credits of writing coursework.

#### **TCSS 371 Machine Organization (5)**

Develops the hardware basis for computing systems, and the relationship between hardware and software. Covers number representations, digital logic, machine organization, instruction set architecture, assembly language, and translation of high-level languages into machine instructions. Prerequisite: minimum grade of 2.0 in TCSS 321.

#### **TCSS 372 Computer Architecture (5)**

Covers the microarchitecture level of machine design and advanced architecture features for performance enhancement. Topics include computer performance measures, microarchitecture instructions, CPU design (datapath, pipelines, control unit, instruction parallelism), memory hierarchy, cache memory, virtual memory, parallel processing and multicore architectures. Prerequisite: a minimum grade of 2.0 in TCSS 371.

#### **TCSS 380 Fundamentals of Programming Language Concepts (5)**

Introduces fundamental programming language concepts common to all programming languages, including abstraction mechanisms, types, scoping, binding, control flow, subprograms, and concurrency. Compares imperative and declarative models using multiple programming languages. Examines implementation strategies, memory model, and programming environments. Prerequisite: minimum grade of 2.0 in TCSS 371.

#### **TCSS 390 Undergraduate Seminar in CSS (2, max. 12)**

Enhances problem-solving skills. Topics and approaches vary. Includes lectures and problem sessions in mathematics, programming, problem solving, and CSS applications. Does not carry credit toward the CSS degree Credit/no-credit only.

#### **TCSS 421 Compiler Construction (5)**

Develops student understanding of how compilers translate high level programming languages into assembly language. Includes specifying programming language syntax, building data structures, generating assembly code, and implementing a compiler for a small high-level language. Prerequisite:

minimum grade of 2.0 in both TCSS 342 and TCSS 371.

#### **TCSS 422 Computer Operating Systems (5) QSR**

Examines the fundamental concepts of operating systems and how they function. Includes process management, file systems, concurrency, inter-process communication, graphical interfaces, and security. Prerequisite: minimum grade of 2.0 in TCSS 372; and minimum grade of 2.0 in TCSS 380.

#### **TCSS 430 Networking and Distributed Systems (5)**

Computer network architectures and protocol layers, including LANs, MANs, and WANs; OSI protocol TCP/IP, routing, congestion, and flow control; data compression; interface between the network and the program (e.g., sockets, ports, mailboxes), security issues (including authentication and authorization, encryption), distributed file systems, and remote procedure calls. Prerequisite: a minimum grade of 2.0 in TCSS 360; a minimum grade of 2.0 in TCSS 422.

#### **TCSS 431 Network Security (5)**

Covers cryptographic methods including public and private key algorithms. Examines protocols that utilize such methods, such as secure email, digital signatures, authorization, e-voting, and electronic cash. Includes lab component for demonstration of security techniques such as firewalls, intrusion detection systems, and virtual private networks. Prerequisite: a minimum grade of 2.0 in TCSS 321 and TCSS 325

#### **TCSS 435 Artificial Intelligence and Knowledge Acquisition (5)**

Introduction to the uses of intelligence theories, techniques, and tools. Foundational material includes search, knowledge representation, machine learning, and planning. Artificial intelligence techniques applied to practical problems in areas such as control systems, optimization, scheduling, and classification. Prerequisite: a minimum grade of 2.0 in TCSS 342.

#### **TCSS 437 Mobile Robotics (5)**

Explores algorithmic design options for motion control, navigation, and obstacle avoidance in mobile autonomous robots. Introduces pertinent principles from artificial intelligence and embedded real-time systems. Students construct robots from kits and program them to demonstrate sophisticated behaviors. Prerequisite: a minimum grade of 2.0 in TCSS 360; a minimum grade of 2.0 in TCSS 422.

#### **TCSS 440 Formal Models in Computer Science (5)**

Covers languages, finite automata, regular expressions, context-free grammars, and other automata such as pushdown store machines and Turing machines. Includes models of computation, computable and non-computable functions, non-determinism, space and time complexity, tractable and intractable functions, non-determinism, space and time. Prerequisite: a minimum grade of 2.0 in TCSS 342.

#### **TCSS 445 Database Systems Design (5) QSR**

Fundamental concepts, system organization, and implementation of database systems. Methods for obtaining requirements and designing database systems; differences between hierarchical, relational, and network database designs; file organizations and data structures; structured query language (SQL); query optimization; database design; concurrency control; security; issues involving distributed database systems. Prerequisite: a minimum grade of 2.0 in TCSS 342.

**TCSS 446 Database Systems Internals (5)**

Covers the internals of a database system and the principles of building a database engine, including buffer management, query execution and optimization, and transaction management. Provides hands-on experience on the internals of one of the commercial database management systems as a case study. Prerequisite: TCSS 445.

**TCSS 450 Mobile Application Programming (5)**

Covers mobile programming principles. Explores application life cycle, user interfaces, data management, graphics libraries, memory management, localization, and web services. Prerequisite: TCSS 360.

**TCSS 452 Human-Computer Interaction (5)**

Examines human-centered design of interactive systems. Focuses on understanding user needs, brainstorming, sketching, choosing from among design alternatives, prototyping, usability testing, representing, communicating, and critiquing designs. Prerequisite: a minimum grade of 2.0 in TCSS 325; and either a minimum grade of 2.0 in TCSS 305, or a minimum grade of 2.0 in T INST 312.

**TCSS 455 Introduction to Machine Learning (5)**

Introduces methods for supervised and unsupervised machine learning, such as decision trees, random forests, boosted decision trees, logistic regression, neural networks, deep learning, clustering, and association rule mining. Prerequisite: TCSS 343, or permission from instructor.

**TCSS 456 Introduction to Natural Language Processing (5)**

Introduces fundamental concepts and algorithms in Natural language Processing (NLP). Includes relevant background material in linguistics, mathematics, probability theory, and computer science. Covers text similarity, part of speech tagging, parsing, semantics, question answering, sentiment analysis, and text summarization. Prerequisite: minimum grade of 2.0 in TCSS 342.

**TCSS 458 Computer Graphics (5) NW**

Introduction to the main concepts in image synthesis, modeling, and animation. Topics include displays, drawing and rendering algorithms, geometric transformations, 2- and 3D viewing, objects representation, and computer animation. Prerequisite: a minimum grade of 2.0 in TCSS 342.

**TCSS 460 Client/Server Programming for Internet Applications (5)**

Examines the languages and techniques for internet client/server application programming. Includes languages like CGI, Perl, XML, JavaScript, and DHTML, and topics like scripts, queries, forms, data access, redirection, firewalls, proxies, hypermedia, cookies, and gateways. Prerequisite: a minimum grade of 2.0 in TCSS 360.

**TCSS 461 Advanced Software Engineering (5)**

Analyzes system re-engineering, domain-specific languages, generative development, system design and service-oriented architecture. Also covers how to handle legacy systems, utilize model driven software development to automate code generation and understand low to high level architectures, by using software engineering methodologies, refactoring, UML, and the Eclipse framework. Prerequisite: TCSS 360.

**TCSS 465 Embedded Real-Time System Programming (5)**

An examination of particular theory and practice in designing software embedded in electronic devices and controllers. Includes clocks, threads, multitasking, critical sections, monitors, scheduling, on chip and external device interfacing, communications, and fault tolerance. Prerequisite: a minimum grade of 2.0 in TCSS 422.

**TCSS 478 Fundamentals in Bioinformatics (5)**

Introduces basic concepts and techniques used in the analysis of biological data, as well as applications of computational techniques in biological applications. Students will learn biology concepts and vocabulary. The programming language R primarily will be used. Prerequisite: TCSS 343; recommended: No background in biology is required.

**TCSS 480 Comparative Programming Languages (5)**

Study and comparison of several programming languages in regards to data structures, operations, notation, and control. Examines programming paradigms, implementation strategies, programming environments, and programming style. Prerequisite: minimum grade of 2.0 in both TCSS 342 and TCSS 333.

**TCSS 481 Computer Security (5)**

Discusses the theoretical and practical issues surrounding computer security and data protection. Explores formal models of encryption and authentication; operating system and network security; programming and vulnerabilities analysis. Prerequisite: either T INST 312, which may be taken concurrently, or a minimum grade of 2.0 in both TCSS 342 and TCSS 325.

**TCSS 487 Cryptography (5)**

Covers basic concepts of cryptography, including authentication, public key cryptography, and digital signatures. Additionally, it covers modern definitions of security, implementation aspects of cryptographic schemes and their use in computer networks and the internet. Prerequisite: minimum grade of 2.0 in TCSS 321 or TMATH 125 or TMATH 402.

**TCSS 488 Coding Theory (5)**

Covers electronic communication over noisy channels, and digital storage on various types of media. Describes constructions of modern error-correction codes, including Reed Solomon, Golay, and BCH codes. Also covers computational aspects, complexity of encoding/decoding algorithms, their implementations and their uses in modern communication systems. Prerequisite: minimum grade of 2.0 in TMATH 308 or TCSS 321.

**TCSS 490 Special Topics in Computing and Software Systems (5, max. 10) QSR**

Examines current topics and issues associated with computing and software systems.

**TCSS 491 Computational Worlds (5)**

Development of large-scale software project in advanced imaging involving computational intelligence and artificial life applied to such fields as game development or virtual reality. Students work in interdisciplinary teams that integrate several computer science areas. Advanced topics: game programming, artificial life, virtual humans, and computer animation. Prerequisite: minimum grade of 2.0 in TCSS 360.

**TCSS 497 Internship in Computing and Software Systems (1-10, max. 10)**

Project as delineated in a contract between student, faculty advisor, and community sponsor.  
Prerequisite: minimum grade of 2.0 in TCSS 360.

**TCSS 498 Directed Readings in Computing and Software Systems (1-5, max. 10)**

Readings as specified in agreement with faculty. Prerequisite: TCSS 360.

**TCSS 499 Undergraduate Research in Computing and Software Systems (1-10, max. 10)**

Design and implementation of a research study as specified in a contract with faculty. Prerequisite: TCSS 360.

**TCSS 501 Analysis of Algorithms and Data Structures (3)**

Introduces techniques in algorithm analysis and data structures including time space complexity, and big O notation. Introduces fundamental data structures: array lists, linked lists, queues, stacks, trees and hash tables and algorithms for sorting, selection, binary search and recursion with emphasis on implementation in a high-level programming language. Prerequisite: TCSS 142 and TCSS 143, or equivalent.

**TCSS 502 Object Oriented Programming (3)**

Introduces object-oriented programming (OOP) skills and best practices in software design including concepts of inheritance, encapsulation, abstraction, polymorphism, and software design patterns. Topics covered in algorithm analysis techniques and data structures course will be leveraged in projects. Prerequisite: TCSS 142 and TCSS 143, or equivalent.

**TCSS 503 Algorithms and Problem Solving for Software Developers (3)**

Introduces advanced data structures and key algorithmic techniques used in solving software engineering problems, such as trees, graphs, breadth/depth first searches, divide and conquer, greedy algorithms and dynamic programming. Learn how to analyze a problem and incorporate advanced data structures into the software implementations. Prerequisite: TCSS 501 and TCSS 502.

**TCSS 504 Software Engineering and Development Techniques (3)**

Presents the principles and theory of software engineering and development including: requirements analysis, design and prototyping, system analysis, testing, project and version management, software and system metrics, and software development processes and lifecycles. Prerequisite: TCSS 501 and TCSS 502.

**TCSS 505 Systems Programming (3)**

Examines the fundamental concepts of modern operating systems and how they function. Topics covered include processes, threads, memory management, process scheduling, file systems, virtual machines and software containers. Covers the basics of the Linux operating system, bash commands, scripting, and systems programming. Prerequisite: TCSS 503 and TCSS 504.

**TCSS 506 Practical Full Stack Development (3)**

Features an extended software engineering team project creating a web-based or service-oriented application. Includes topics such as databases, cloud computing, web services architectures and

development. Prerequisite: TCSS 503 and TCSS 504.

### **TCSS 510 Enterprise Architecture Foundations (5)**

Examines foundational aspects of both enterprise and architectural thinking, including the application software to technology to solution architecture continuum, the role of EA in business and IT alignment, architectural styles and techniques for capturing and documenting architectures. Practices techniques for analyzing and reasoning about architectures.

### **TCSS 511 Advanced Enterprise Architecture (5)**

Examines advanced aspects of enterprise architecture practices and its application to guide and support business strategy. An EA maturity framework and governance practices are developed through a case study on applying evolving technologies - cloud, mobile, social media, big data in the EA context to solve business problems. Prerequisite: TCSS 510.

### **TCSS 531 Cloud and Virtualization Systems Engineering (5)**

Provides an introduction to cloud computing and virtualization - enabling multiple instances of operating systems to be run on a single physical system. Concepts include hypervisors, virtual machines, paravirtualization and virtual appliances for design of cloud computing platforms; server and desktop virtualization; storage, network, and application virtualization.

### **TCSS 540 Theory of Computing (5)**

Covers computational models including finite automata, regular expressions, context-free grammars, pushdown automata, Turing machines, and techniques for analyzing them. Basic computability theory and undecidability, computational complexity theory, and NP-completeness.

### **TCSS 543 Advanced Algorithms (5)**

Prepares students for analysis and use of advanced algorithms. Covers advanced graph, number theoretical (with applications to cryptography), one-line, approximation (with performance guarantees), and probabilistic algorithms. Covers turing machines and NP-completeness. Not available for elective credit.

### **TCSS 544 Applied Linear Algebra (5)**

Examines math concepts on linear algebra and linear transformation, and subjects on singular value decomposition, Fourier transforms, Wavelet transforms, and other topics. Students apply these math concepts and implement numerical solutions to problems in areas including pattern recognition, information retrieval, web search, image processing, cryptography, and machine learning.

### **TCSS 545 Database Systems Design (5)**

Covers fundamental database concepts; relational databases; conceptual data modeling; entity relational diagrams and UML; logical and physical design; SQL commands and queries; query optimization; Web database applications development; transaction management; distributed and object-oriented databases; data warehousing and data mining; XML query language; image and text retrieval; data storage; and indexing.

### **TCSS 551 Big Data Analytics (5)**

Examines a variety of techniques to perform data analytics and their extensions to big data infrastructure.



Students will be able to identify mathematical foundations of data analytics, data analyses algorithms and tools. Introduces big data infrastructure, distributed computational paradigm, and distributed data analytics algorithms. Prerequisite: minimum grade of 3.0 in TCSS 343 and TCSS 445 or equivalent.

#### **TCSS 552 Interaction Design (5)**

Examines the design of interactive products and services supporting human activity in a variety of settings. Focuses on user inquiry, sketching, prototyping, brainstorming, and usability testing. Cultivates reflective practice within a human-centered design paradigm.

#### **TCSS 554 Information Retrieval and Web Search (5)**

Examines the basic principles and techniques used in information retrieval (IR) and web search, including keyword based search, content analysis (vector space model, probabilistic language models), link analysis (PageRank), indexing, text classification, document clustering, aggregated search, user-system interaction in IR, and evaluation of IR systems.

#### **TCSS 555 Machine Learning (5)**

Explores learning and predictive modeling methods for data analysis, such as decision trees, instance based learning, Bayesian learning, neural networks, ensemble methods, and support vector machines. Surveys fundamental concepts of learning theory.

#### **TCSS 556 Advanced Topics in Machine Learning (5)**

Focuses on current graduate-level topics and issues associated with machine learning, including theoretical aspects of machine learning techniques as well as hands-on experience in implementing and applying them to real world applications. Prerequisite: either TCSS 555 (or equivalent), or permission from instructor.

#### **TCSS 558 Applied Distributed Computing (5)**

Covers techniques and concepts associated with constructing software that is distributed, reliable, efficient, and extensible; programming multi-threaded applications, communication among objects on different computers, creating a server accessed by multiple clients, using common object design patterns, locating and tailoring components. Not available for elective credit.

#### **TCSS 559 Services Computing (5)**

Covers fundamental concepts in the development of distributed software systems, cloud computing and service delivery models and the Service-Oriented Architecture (SOA). Topics include, but are not limited to, Simple Object Access Protocol (SOAP) and Representational State Transfer (REST) service development, microservices, SOA design patterns, service coordination protocol, service composition and performance management.

#### **TCSS 562 Software Engineering for Cloud Computing (5)**

Presents the principles of software engineering including: requirements analysis, design and prototyping, system analysis, testing, project management, software metrics, processes and lifecycles including Agile and DevOps in the context of the design and development of a distributed cloud based application.

#### **TCSS 564 Database Systems Internals (5)**

Analyzes the internals of a database system and the principles of building a database engine, including

buffer management, query execution and optimization, and transaction management. Provides hands-on experience on the internals of one of the commercial database management systems as a case study. Prerequisite: TCSS 343; TCSS 445.

#### **TCSS 565 Spatial Databases with Applications in Geographic Information Systems (5)**

Evaluates spatial databases, and focuses on their applications in Geographic Information Systems (GIS). Covers how to describe how to represent, store, index, and process spatial objects and focus on their application in the field of Geographic Information Systems (GIS). Prerequisite: minimum grade of 3.0 in TCS 343 or equivalent.

#### **TCSS 569 Introduction to Cyber-Physical Systems (5)**

Covers fundamentals of Cyber-Physical Systems (CPS). In addition to signals and systems, linear transforms and analysis, state machines and how to build models of hybrid systems, the course also introduces basics of embedded systems and the computation models of systems, including both software components and physical dynamics.

#### **TCSS 570 Introduction to Parallel Computing (5)**

Covers parallel architectures, interconnection networks and embeddings; fundamental communication operations; performance and scalability metrics; parallel programming paradigms, message-passing programming in MPI, and shared-address space programming in threads; parallel algorithms for sorting, searching, matrix problems, graph problems, and dynamic load balancing. Prerequisite: TCSS 543.

#### **TCSS 571 Wireless and Mobile Networking (5)**

Covers fundamental concepts in emerging wireless and mobile networking technologies. Topics may include networking protocols, wireless and cellular networks and other wireless advanced topics such as vehicular wireless networks, sensing, wireless sensor networks, data fusion and integration, synchronization, routing and localization.

#### **TCSS 573 Internet of Things (5)**

Examines physical design and logical design of Internet of Things, functional blocks and architecture, protocols and communication models, enabling technologies, application domains specific to Internet of Things, smart objects, development tools, system management, cloud services, security and data analytics.

#### **TCSS 574 Cyber Electromagnetics (5)**

Covers fundamental of EM Theory. Electromagnetic compatibility and interference. Electromagnetic intrusion and jamming. Electromagnetic hardening. Electromagnetic spectrum management. Electromagnetic Pulses (EMP). Smart-Grid and SCADA Protection. TEMPEST. Recommended: PHYS 122 and PHYS 123 or Electromagnetics Basics.

#### **TCSS 575 Control of Cyber-physical Systems (5)**

Introduces optimal control theories. Reviews the current state of network control efforts for CPS. Studies recent development of control algorithms for CPS. Focuses on approaches to deliver fully distributed control over wireless sensor networks from control theoretic perspective. Prerequisite: TCSS 569, or permission from the instructor.

**TCSS 576 Wireless and System Security (5)**

Covers fundamental concepts in wireless network security and computer system security. Exposes the students to cutting-edge research results and hands-on experiences in cybersecurity. Topics include but are not limited to: 802.11 standard and its security, and system security evaluation. Prerequisite: TCSS 430.

**TCSS 580 Information Theory (5)**

Examines entropy and other measures of information; data compression fundamentals and modern algorithms; reliable data transmission; and the channel capacity theorem for discrete memoryless and Gaussian channels. Applications to games of chance, perfect secrecy, and error correction are briefly covered. Prerequisite: TCSS 543.

**TCSS 581 Cryptology (5)**

Covers simple ciphers, block and stream ciphers, attacks, public-key ciphers, electronic signature, cryptographic algorithms, and real-world examples.

**TCSS 582 Cryptographic Protocols (5)**

Covers advanced topics of cryptographic protocols, including formal definitions of security, composability, zero knowledge proofs, commitment schemes, oblivious transfer, secure two-party computations and secure multi-play computations. Prerequisite: minimum grade of 3.0 in TCSS 540, TCSS 543 or TCSS 581.

**TCSS 583 Post-Quantum Cryptosystems (5)**

Covers fundamentals of Shor's attack against conventional cryptography and notions of quantum-resistant cryptosystems. Includes the main lattice-based schemes for encryption, signatures, and homomorphic encryption, as well as code-based encryption, hash-based, and multivariate digital signatures. Additionally, highlights research problems and deployment issues of the technique. Prerequisite: TCSS 543.

**TCSS 584 Testing VLSI Circuits and Hardware Security (5)**

Covers topics related to testing VLSI circuits and hardware security including manufacturing test fundamentals, fault modeling and simulation, automatic test pattern generation algorithms, Design-for-Testability, testability vs security, trustworthiness of integrated circuits; Counterfeit ICs; Hardware Trojans; Side-Channel attacks; Design-for-Trust. Prerequisite: TCES 330.

**TCSS 588 Bioinformatics (5)**

Covers applications of computational techniques in various biological applications, including sequence analysis, systems biology, personalized medicine, and drug discovery. Focuses on machine learning methods in mining big data sources in biology. No background in biology is required. Prerequisite: TCSS 343. Offered: Sp.

**TCSS 590 Special Topics in Computing and Software Systems (1-5, max. 30)**

Examines current graduate-level topics and issues associated with computing and software systems. Prerequisite: permission of instructor.

**TCSS 591 Research Seminar in Distributed Systems (1-3, max. 5)**

Discusses recent developments in distributed systems, focusing on applications and advancements in the areas of distributed systems, cloud computing, and networking. Primarily consists of reading papers and surveying the latest implementation methods, tools, and frameworks enabling distributed systems. Credit/no-credit only.

**TCSS 592 Research Seminar in Bioinformatics (1-3, max. 5)**

Discusses recent developments in bioinformatics, focusing on machine learning methods and integration of big biology data. Consists of reading papers, surveying the latest methods, and tools developed for high dimensional data. Credit/no-credit only.

**TCSS 593 Research Seminar in Data Science (1-3, max. 5)**

Discusses recent developments in data science, focusing on applications and advances in data management and mining for data from a variety of domains. Consists of reading papers, surveying the latest tools, and techniques of data science. Credit/no-credit only.

**TCSS 594 Research Seminar in Geographic Information Systems (1-3, max. 5)**

Discusses recent developments in Geographic Information Systems (GIS), focusing on applications and advances in spatiotemporal, mobile, and sensor data management. Consists of reading papers and surveying the latest tools and techniques of GIS. Credit/no-credit only.

**TCSS 595 Research Seminar in Cybersecurity (1-3, max. 5)**

Discusses recent developments in cybersecurity, focusing on applications and advances in cryptology; network and systems security; and privacy and their applications to different domains. Consists of reading papers and surveying the latest tools and techniques in cybersecurity. Credit/no-credit only.

**TCSS 597 Research Seminar in Cyber Physical System (1-3, max. 5)**

Discusses recent developments in the modeling analysis, security, and control of cyber-physical systems. Primarily consists of reading papers, surveying the latest hardware/software implementation methods and tools developed for cyber physical systems. Offered: AWSp.

**TCSS 598 Masters Seminar in CSS ([1-5]-, max. 5)**

Surveys the canonical literature pertinent to a master's degree in CSS. Readings in research and applied computing are assigned to provide a grounding in Masters level work. Weekly discussions of topics taken from the readings. Not available for elective credit.

**TCSS 600 Independent Study or Research (\*-)**

Examines current topics and issues associated with computing and software systems. Prerequisite: permission of instructor.

**TCSS 700 Master's Thesis (\*-)**

Provides an opportunity to demonstrate comprehensive knowledge in CSS. Completes a research project led by a CSS graduate faculty advisor. Prerequisite: TCSS 543; TCSS 558; TCSS 598; permission of instructor required

### **TCSS 701 INTERNSHIP (1-10, max. 10)**

### **TCSS 702 Design Project in Computing and Software Systems ([1-10]-, max. 10)**

Provides an opportunity to demonstrate comprehensive knowledge in CSS. Develops a significant design and implementation project led by a CSS faculty graduate advisor. Prerequisite: TCSS 543; TCSS 558; TCSS 598; permission of instructor required.

## **Computer Engineering & Systems**

### **TCES 101 Introduction to Engineering I (1)**

Introduces the product development life-cycle. Demonstrates how to use hardware and software development tools. Teaches how the components of an embedded system are controlled. Give experiences working as members of a development team.

### **TCES 102 Introduction to Engineering II (1)**

Introduces specification and design of engineering project by paring with seniors working on capstone projects. Provides experience participating in peer review of engineering documents. Gives more experience working on product development teams. Prerequisite: TCES 101.

### **TCES 103 Introduction to Engineering III (1)**

Introduces implementation of engineering project by paring with seniors working on capstone projects. Introduces testing techniques for microprocessor-bases systems. Gives more experience working on product development teams. Prerequisite: TCES 102.

### **TCES 203 Programming Practicum (5)**

Provides practical experience designing and developing a large, complex programming project. Introduces true object-oriented language like C++ and Java to build on the number of tools available to engineers for designing more complex projects. Prerequisite: minimum grade of 2.0 in either TCES 202, TCSS 143, or CSE 143.

### **TCES 215 Electrical Circuits (5)**

Introduction to electrical engineering. Basic circuit and systems concepts. Mathematical models of components. Kirchoff's laws. Resistors, sources, capacitors, inductors, and operational amplifiers. Solution of first and second order linear differential equations associated with basic circuit forms. Prerequisite: a minimum grade of 2.0 in TMATH 126; a minimum grade of 2.0 in T PHYS 122. Offered: Sp.

### **TCES 230 Introduction to Logic Design (5) QSR**

Examines Boolean algebra and logic simplification, design of combined logic for decoders and multiplexers, and design of sequential devices including registers, and counters. Analysis of devices for logic networks including, three-state, CMOS, programmable logic devices. Uses tools for schematic capture and circuit simulations. Introduction to state machines. Laboratory required. Prerequisite: Minimum grade of 2.0 in either TCSS 142 or TCES 201; minimum grade of 2.0 in TMATH 126. Offered: A.

**TCES 279 Modern Fabrication (2) NW**

Introduces new technology in 3D modeling, printing, laser cutting, and electronic fabrication. Students learn to fabricate engineering prototypes by building small scale artifacts. Credit/no-credit only. Offered: AWSp.

**TCES 310 Signals and Systems (5) NW**

Covers theoretical concepts and mathematical tools used for the design and analysis of continuous-time linear systems as well as analog signals. Topics covered in this course include linear convolution, impulse response, Laplace transform, Fourier series and Fourier transforms. Computer laboratory: Matlab is introduced for the analysis of signals and systems. Prerequisite: a minimum grade of 2.0 in TCES 215.

**TCES 312 Electronic and Analog Circuits (5)**

Physics, characteristics, applications, analysis, and design of circuits using semiconductor diodes and field-effect transistors with an emphasis on large-signal behavior and digital logic circuits. Introduction to operational amplifiers, frequency analysis and response, and filters. Prerequisite: a minimum grade of 2.0 in either TCES 215 or E E 215. Offered: W.

**TCES 330 Digital Systems Design (5)**

Examines digital system design fundamentals using programmable logic devices (PLDs). Uses Verilog to analyze and design complex digital systems based on field programmable gate arrays (FPGAs). Uses testing techniques to verify design and introduces operation of digital systems. Prerequisite: Minimum grade of 2.0 in TCES 230 and TCES 312.

**TCES 372 Machine Organization and Architecture for Computer Engineers (5)**

Covers the general features of computation systems, including an introduction to processor architecture, instruction sets, assembly programming, cache and memory architecture, debug monitors, and translation from higher level languages to machine language. Prerequisite: minimum grade of 2.0 in both TCES 230 and TCES 203.

**TCES 380 Stochastic Signal Theory for Engineers (5) QSR**

Introduces students to fundamental principles of probability and stochastic processes used in electrical and computer engineering practice. Topics covered in this course include probability theory, discrete and continuous random variables and statistical description, statistical characterization of sequence of random variables, and stationary random processes. Prerequisite: minimum grade of 2.0 in TCES 310

**TCES 390 Undergraduate Seminar in Computer Engineering and Systems (2, max. 12)**

Enhances problem-solving skills. Includes lectures and problem sessions in mathematics, programming, problem solving, and CES applications. Credit/no-credit only.

**TCES 420 Principles of Operating Systems (5)**

Covers the fundamental principles of operating design and function for both general purpose computing and real-time application control. Includes concurrent processes, scheduling, inter-process communications, memory management, I/O, and file systems. Prerequisite: minimum grade of 2.0 in TCES 372.

**TCES 421 Digital Integrated Circuit Design (5)**

Covers digital integrated circuit manufacturing process; design rules; diodes; MOS(FET) transistors; interconnect wires; analysis and design of CMOS inverters; combinational and sequential circuits; arithmetic operators and memory; implementation strategies; timing issues; and CAD tools. Prerequisite: minimum grade of 2.0 in both TCES 230 and TCES 312.

**TCES 425 Introduction to Computer Communication Networks (5)**

Covers computer network architectures, protocol layers, packet switching, network programming, transmission media, encoding systems, switching, multiple access arbitration. It also covers packet forwarding, routing, congestion control, and flow control. Transport protocols and end-to-end concept, network security are also discussed. Prerequisite: either TCES 372 or TEE 372.

**TCES 430 Microprocessor System Design (5)**

Introduces hardware and software design techniques for microprocessor-based systems. Gives experience designing and implementing a system using current technology and components. Provides the opportunity to interface microprocessors to external devices. Gives experience using state-of-the-art development systems and procedures. Prerequisite: either a minimum grade of 2.0 in TCES 372, or a minimum grade of 2.0 in TEE 372

**TCES 431 Essentials of VLSI Circuit Testing and Hardware Security (5)**

Covers topics related to testing VLSI circuits and hardware security including; manufacturing test fundamentals, fault modeling and simulation, automatic test pattern generation algorithms; enhancing testability of digital systems; design for testability; encryption hardware; testability vs security; misuse of test infrastructure to attack encryption hardware and countermeasures; and trustworthiness of integrated circuits.

**TCES 455 Devices and Controls (5)**

Teaches how to control motors and other physical actuators by delving into their theories of operation. Examines automatic control theory and provides experience using computers to control devices. Requires team projects in the laboratory. Prerequisite: a minimum grade of 2.0 in each of TCES 310; TCES 312; and TCES 330.

**TCES 460 Embedded Systems Design (5)**

Guides integration of knowledge learned in prior courses in preparation for completion of the senior project in TCES 482. Covers the analysis, design, and prototyping of an embedded control application. Prerequisite: minimum grade of 2.0 in each of TCES 420; TCES 430; and TCES 455.

**TCES 461 Hardware for Cryptography (5)**

Examines zero knowledge proofs, commitment schemes, oblivious transfer, secret sharing, identification schemes, secure two-party protocols, electronic elections, and digital cash. Includes hardware and embedded implementation of secure protocols. Prerequisite: minimum grade of 2.0 in TCES 430.

**TCES 480 Senior Project I (2)**

Covers the preparation for conducting the senior project systems analysis and design and implementation, testing, and delivery. Includes case studies of engineering projects. Prerequisite: minimum grade of 2.0 in TCES 330.

**TCES 481 Senior Project II (4)**

Provides guidance to project teams to analyze client needs, develop problem statements, specifications, and plans for implantation of project deliverables. Prerequisite: minimum grade of 2.0 in TCES 480; recommended: Prerequisite: minimum grade of 2.0 in TCSS 480.

**TCES 482 Senior Project III (4)**

Focuses on design and implementation, testing, and demonstration of the capstone design project. Prerequisite: a minimum grade of 2.0 in TCES 481.

**TCES 490 Special Topics (1-5, max. 10)**

Examines current topics and issues associated with computing engineering and systems.

**TCES 491 Digital Signal Processing (5)**

Examines basics of discrete-time signal and systems, including discrete-time Fourier transform. Introduces key features of digital signal processor architectures. Studies finite/infinite impulse response digital filters. Teaches digital filters design and implementation. Enhances digital processing skills through course projects. Prerequisite: TCES 310

**TCES 497 Internship (1-10, max. 10)**

Gives experience working in real-world engineering environment. Demonstrates how engineering processes are conducted within an organization. Prerequisite: minimum grade of 2.0 in either TCES 330 or TCES 372.

**TCES 498 Directed Readings (1-10, max. 10)**

Facilitates pursuit of knowledge in a specific area through readings of technical publications as specified in an agreement with the faculty supervisor.

**TCES 499 Undergraduate Research (1-10, max. 10)**

Provides opportunities to pursue research in an area that is of interest. Gives experience specifying, designing, implementing, and evaluating a research project.

**Cybersecurity and Leadership****T CSL 510 Principles of Cybersecurity (5)**

Explores the basics of information security. Explores introductory concepts of confidentiality, integrity, and availability. Discusses threats, to include malicious code, hackers, cyber terrorists, spies, and other information warriors. Explores vulnerabilities and countermeasures for both computer systems and networks.

**T CSL 520 Business Essentials (5)**

Provides an overview of the key concepts, tools, and techniques that are required to succeed in today's business environment. Introduces various essential business aspects such as communication, marketing, accounting, finance, business law, and ethics.



**T CSL 530 Designing and Executing Information Assurance and Cyber-security Strategies (5)**

Applies and combines information assurance concepts, processes, and skills to solve information assurance and cybersecurity case studies. Offered: A.

**T CSL 540 Leadership and Team Dynamics (5)**

Prepares students to analyze individual and team dynamics, evaluate the influence of organization structures and processes of each of these, and engage in managerial action that enhances individual, team, and organizational performance. Considerable focus on developing students' critical thinking, communication, collaboration, and leadership skills.

**T CSL 550 Network and Internet Security (5)**

Studies the technologies of information security policies, standards, and procedures. Topics include: security policy design and incident response; and tools and techniques to defend against, react to, and recover from a cyber-attack. Covers cryptographic methods including public and private key algorithms and their applications on confidentiality, authentication, and data integrity. Offered: Sp.

**T CSL 560 Organizational Change and Strategy (5)**

Prepares students to be effective leaders and change agents by exploring concepts, tools, and techniques for aligning an organization's strategy to the environment and for creating, leading, and managing change.

**T CSL 570 Cybersecurity Management (5)**

Studies how organization approaches technology decisions, including consideration of specific security requirements and goals that technology investments must address in support of the organization's mission. Explores how technology investments reduce the cost and complexity of managing and operation an information infrastructure while maintaining appropriate levels of cybersecurity. Offered: A.

**T CSL 580 Project Management (5)**

Using projects as instruments that reflect strategic change in organizations, students engage new products, new processes, and new services, leading to renewed organizational competitiveness. Prepares students to effectively manage projects in organizations regardless of the industry and the position one works in.

**T CSL 600 Independent Study or Research (5)**

Provides an opportunity to work independently exploring specific cybersecurity and leadership topics in greater depth. The student must develop a research proposal and make arrangements with a faculty member to supervise the project prior to course registration. Permission of MCL faculty is required.

**T CSL 601 Internship (5)**

Provides students with practical knowledge and experience in a private or public work environment. Gives students opportunities to develop a learning plan under faculty guidance and to perform field work utilizing the skills developed in the classroom. Requires written internship plan and faculty permission prior to registration.

## **Electrical Engineering**

### **TEE 225 Engineering Ethics (5) VLPA/I&S**

Examines ethical theory and moral values. Explores classic and contemporary ethical theory through comparative literature analysis. Emphasizes writing, and construction of ethical arguments as applied to the field of engineering in diverse, global societies. Analyzes historical and contemporary ethical issues in engineering including privacy, security, intellectual property, and emerging technology.

### **TEE 315 Electrical Circuits II (4)**

Provides further exploration techniques of advanced circuit analysis after learning materials in Electrical Circuits I. Topics include review of AC Circuits, Power and Energy, Three-phase circuits, Two-port circuits, Laplace Transform, Filters, and Ideal Transformers. Prerequisite: a minimum grade of 2.0 in TCES 215.

### **TEE 316 Electronics and Analog Circuits II (5)**

Examines amplifier frequency response, feedback amplifiers and oscillators, digital electronics, and power amplifiers. Prerequisite: minimum grade of 2.0 in TCES 312.

### **TEE 317 Electric Machines (5)**

Investigates fundamental principles of electromechanical energy conversion systems and rotating electrical machines. Covers the various types of the transformers, synchronous generators, induction motors, and the series, shunt, and compounded DC machines. Employs MATLAB for computer simulations, steady-state calculations, and characteristic curve extraction in AC and DC machines. Prerequisite: a minimum grade of 2.0 in TEE 315.

### **TEE 331 Applied Electromagnetics (4)**

Examines concepts of Vector Analysis, Electrostatic and Magnetostatic Fields, Time-Varying Electromagnetic Fields, and Maxwell Equations, plane wave propagation, guided waves, and Radiation and Antennas. Prerequisite: minimum grade of 2.0 in both TEE 315 and TCES 310.

### **TEE 341 Communication Theory (4)**

Examines analog modulation including amplitude modulation (AM) and angle modulation (FM and PM), noise in communication systems, probability theory and random processes used in the design and analysis of communication systems, digital communication systems including digital pulse code modulation, and analysis and evaluation of modern communication systems. Prerequisite: a minimum grade of 2.0 in TCES 380.

### **TEE 372 Computer Architecture for Electrical Engineers (3)**

Covers instruction set design, assembly programming, CPU microarchitecture including pipelining and superscalar design, cache design and hierarchies, multi-level memory systems, and architectural performance analysis. Prerequisite: a minimum grade of 2.0 in TCES 230.

### **TEE 390 Undergraduate Seminar in Electrical Engineering (2)**

Enhances problem-solving skills. Includes lectures and problem sessions in mathematics, programming, problem solving and EE applications. Credit/no-credit only.

**TEE 417 Power Electronics (5)**

Covers the various types of power electronic converters and semiconductors employed. Investigates the operation region of diodes, insulated gate bipolar transistors, and metal-oxide-semiconductor field-effect transistors as the main switching elements in converters, the fundamental principles of dc-dc converters, dc power supplies, inverters, rectifiers and voltage controllers as well as resonant converters. Software PLECS and/or MATLAB/Simulink. Prerequisite: a minimum grade of 2.0 in TCES 312; and a minimum grade of 2.0 in TEE 315.

**TEE 431 Power Systems (5)**

Provides a systematic understanding of the operation of a modern electricity network, operating under balanced steady-state and fault conditions. It is designed to be of value to students who are considering a career in the electricity supply industry or any large industrial user with their own power network. Prerequisite: a minimum grade of 2.0 in TEE 315.

**TEE 451 Control Systems (5)**

System representation, feedback characteristics, and time-domain characteristics. Classical control theories including Routh-Hurwitz stability criterion, root locus, Nyquist criterion, Bode plots and Nichols charts. Introduces controller digitization, z-transform, and state-space approach. Provides experience in using computers to implement PID controllers to control motors and other physical actuators. Reteam projects in the laboratory. Prerequisite: a minimum grade of 2.0 in TCES 310.

**TEE 453 Digital Signal Processing (5)**

Discrete-time convolution, difference equations, the z-transform, and the discrete-time Fourier transform. Digital signal processor architectures. Analysis and design of digital network and finite/infinite impulse response digital filters. Implementation of the fast Fourier transform algorithm. Prerequisite: a minimum grade of 2.0 in TCES 380.

**TEE 454 Digital Communication (5)**

Analog and digital signal representation and filtering, modulation and demodulation techniques; white Gaussian noise and the effect of noise on digital modulation techniques; sampling and quantization; baseband and band pass digital transmission; and modern, advanced, digital techniques such as Orthogonal Frequency Division Multiplexing (OFDM). Prerequisite: minimum grade of 2.0 in TEE 341.

**TEE 456 Wireless Communication/RF Electronics (5)**

Key concepts of electromagnetic and optical fields and waves, and their implications in modern communication systems. Selected topics from areas such as propagation in dispersive media, transmission line transients, reflection and refraction, diffraction and scattering, optical fibers, microwave and photonic waveguides, and antennas and sensors networks. Prerequisite: minimum grade of 2.0 in TEE 316 and TEE 331.

**TEE 461 Image Processing (5)**

Covers theory and applications of image processing. Topics covered include human visual perception, storage of digital images, processing grayscale and color images, two-dimensional filtering, Fourier transform, image restoration, image compression, morphological operations, and image classification. Students will apply these methods to processing real images. Prerequisite: TEE 453.

**TEE 463 Systems Science and Engineering (5)**

Introduces and develops the principles and concepts of systems science as they pertain to systems engineering. Covers attributes, dynamics, and evolution of systems, the purpose and methods of holistic analysis, design, implementation, and retirement of complex systems. Prerequisite: minimum grade of 2.0 in TCES 312.

**TEE 480 Senior Project I (2)**

Covers the preparation for conducting the senior project systems analysis and design (TEE481), and implementation, testing, and delivery (TEE482). Includes case studies of engineering projects. Prerequisite: TEE 316 with 2.0 GPA.

**TEE 481 Senior Project II (4)**

Provides guidance to project teams to analyze client needs, develop problem statements, specifications, and plans for implementation of project deliverables. Prerequisite: min 2.0 GPA in TEE 480.

**TEE 482 Senior Project III (4)**

Project teams will implement, test and deliver project deliverables (product), completing the Senior Design requirement for the degree. Prerequisite: min 2.0 GPA in TEE 481.

**TEE 490 Special Topics in Electrical Engineering (1-5, max. 5)**

Examines current topics and issues associated with electrical engineering.

**TEE 497 Internship (1-5, max. 5)**

Gives experience working in a real-world environment. Demonstrates how engineering processes are conducted within an organization. Prerequisite: TCES 330.

**TEE 498 Directed Readings in Electrical Engineering (1-5, max. 5)**

Facilitates pursuit of knowledge in a specific area through readings of technical publications as specified in an agreement with the faculty supervisor.

**TEE 499 Undergraduate Research in Electrical Engineering (1-5, max. 5)**

Provides opportunities to pursue research in an area that is of interest. Gives experience specifying, designing, implementing, and evaluating a research project.

**Information Technology & Systems****T INFO 110 Introduction to Cybersecurity (5) NW, QSR**

Provides an introduction to cybersecurity. Topics include hacking, social networks, privacy, cryptography, legal aspects, social implications, password management, digital forensics, computer networking, wireless security, and ethical issues. Focuses on individual users and their role in protecting themselves from various cybersecurity threats. No technical experience needed.

**T INFO 200 Programming II for Information Technology and Systems (5) NW, QSR**

Examines programming using traditional and visual development environments to learn event-driven,

object-oriented design with emphasis on software development best practices for effective software maintenance and modernization.

**T INFO 210 Foundations of Information Management (5) QSR**

Examines the fundamental concepts involved in industry based database design, administration, and usage. Topics include information retrieval, database administration, database models, design theory, database security, and database driven application programming.

**T INFO 220 Foundations of Human Computer Interaction for Information Technology and Systems (5) I&S**

Examines the principles of human computer interaction. Studies issues of computer and system design more holistically with an emphasis on how such systems can be improved through proactive designs. Topics include human factors, human-centered computing and evaluation, effective interfaces, accessibility, legal issues, and social and organizational context.

**T INFO 230 Foundations of Web Design and Programming (5) NW, QSR**

Examines selected topics in technology for web design and programming, paying particular attention to client interactions on the World Wide Web. Studies unique concepts and technologies in developing client-side of a web-based information system such as XHTML, CSS, JavaScript, DOM, XML, AJAX, JSON, and Web 2.0.

**T INFO 240 Discrete Math for Information Technology (5)**

Examines selected topics of discrete mathematics and statistics as applicable to students of information technology and systems. Topics include basic logic, discrete probability, functions, relations, sets, hypothesis testing, sampling and description statistics, graphs and trees, regular expressions, and application of mathematics and statistics to information technology.

**T INFO 250 Foundations of Information Networking (5) QSR**

Explores computer networking and telecommunications fundamentals including LANs, WANs, Intranets, and the World Wide Web. Studies data communication concepts, models, and protocols. Practices installation, configuration, systems integration, and management of infrastructure technologies.

**T INFO 310 Foundations of Information Assurance (5) QSR**

Studies the need for information security policies, standards, and procedures. Topics include: trust models; security policy design and incident response; and tools and techniques to defend against, react to, and recover from a cyber attack.

**T INFO 320 Hardware and Software Systems (5) QSR**

Examines functions of hardware and software systems. Topics include CPU, memory, registers, addressing modes, busses, instruction-sets, multi processors versus single processors; peripherals: hard-disks and storage, display, device controllers, input/output; operating systems functions and types; process, memory and file system management; and examples and contrasts of hardware architecture and operating systems.

**T INFO 360 Information Systems Analysis and Design (5) QSR**

Examines concepts and techniques for analyzing and designing software systems to meet maintenance

and modernization requirements such as changes of business logics, integration, and computing paradigms. Topics include software aging, reengineering, modeling, pattern, process, and cases.

#### **T INFO 370 Managing Technical Teams (5) I&S**

Examines current topics and issues associated with study and practice of iterative and incremental development and project team management with emphasis on practical project experience. Studies topics like modeling computing projects through the discovery/invention/implementation cycle; learning, experiencing, and obtaining feedback on group dynamics; collaborative relationships; and conflict management.

#### **T INFO 390 Undergraduate Seminar in Information Technology and Systems (2, max. 12)**

Enhances problem-solving skills. Includes lectures and problem sessions in mathematics, programming, problem solving, and ITS applications. Credit/no-credit only.

#### **T INFO 410 Database Design (5)**

Provides an overview of various data solutions used today. Covers RDBMS design, performance optimization, NoSQL, object database, object relational database, and big data. Focuses on choosing the optimal database for application and designing

#### **T INFO 431 Server Side Web Applications (5)**

Examines selected topics in technology for client/server application, paying particular attention to client/server interactions on the WWW. Studies topics like multi-tier architecture, application server, database server, database middleware, forms, client-side programming, server-side programming, Component-Based Design (CBD), database programming for web application, rich client programming, and web services.

#### **T INFO 441 Network Security (5) QSR**

Covers cryptographic methods including public and private key algorithms. Examines protocols that utilize secure email, digital signatures, authorization, e-voting, and electronic cash. Examines the fundamentals of security issues arising from computer networks. Includes lab component for demonstration of security techniques such as firewalls, intrusion detection systems, and virtual private networks. Prerequisite: T INFO 310.

#### **T INFO 442 Computer Security (5)**

Discusses the theoretical and practical issues surrounding computer security and data protection. Explores formal models of encryption and authentication. Examines operating system and program security with vulnerabilities analyses. Includes a lab component for demonstrating computer security techniques such as malware analysis, and access control. Prerequisite: T INFO 310.

#### **T INFO 443 Digital Forensics (5) NW**

Explores the many facets of computer forensics and network security. Examines intrusion detection, evidence collection and presentation, network auditing, and network security policy design and implementation. Examines the issues and facilities available to the intruder and data network administrator and incorporates hands-on exercises. Prerequisite: T INFO 310.

**T INFO 444 Mobile Digital Forensics I (5)**

Introduction to mobile digital forensics including theory, methodologies, tools, and strategies used by mobile digital forensic examiners. Includes study of case evidence leading the examiner through various approaches and techniques to determine facts to be presented in court and effective ways of communicating and presenting the results of digital investigations.

**T INFO 445 Mobile Digital Forensics II (5)**

Further exploration of mobile digital forensics including the theory, methodologies, tools, and strategies used by examiners. Includes in depth study of case evidence including multiple device cross correlations of data, data carving techniques, and obtaining evidence form ASCII, Unicode, and hex views using regular expressions and other advanced search techniques. Prerequisite: T INFO 444.

**T INFO 446 Mobile Digital Forensics III (5)**

Further exploration of mobile digital forensics. Includes project oriented case evidence to help solve crimes. Includes advanced data carving techniques. Combines all strategies and tools previously studies to synthesize custom solutions. Emphasizes actual case problems. Explores new experimental techniques and tools in the field. Prerequisite: T INFO 445.

**T INFO 451 Routing and Switching (5)**

Examines design and implementation methods of TCP/IP internetworks. Demonstrates techniques for connecting computers in a network and connecting separate networks to form an inter-network. Investigates bridging and switching concepts as well as routing protocols and algorithms. Prerequisite: minimum grade of 2.0 in both T INFO 220 and T INFO 250. Instructors: Bai, Chung, Wilson

**T INFO 452 Windows System Administration (5)**

Explores windows system administration topics with a focus on platform integration, active directory domain services, authentication, user support services, and security issues. Examine concepts and utilize techniques in user and group administration, system update and maintenance, backup and restoration strategies, storage technologies, and alternative client technologies. Prerequisite: minimum grade of 2.0 in T INFO 310.

**T INFO 453 Wireless Networking (5)**

Examines the fundamental principles underlying wireless communications and networking. Topics include wireless transmission principles, protocols, satellite communications, cellular wireless networks, cordless systems, mobile IP, and wireless networking technologies, including IEEE 802.11 and Bluetooth standards.

**T INFO 457 Unix/Linux System Administration (5)**

Focuses on foundational topics on Unix/Linux system administration. It exposes students to fundamental Unix/Linux system architecture and techniques to administer a Unix/Linux system. Topics include but not limited to Unix/Linux filesystems and administration, shell scripting language, managing processes, system backup, software installation, troubleshooting and performance, and network configurations. Prerequisite: a minimum grade of 2.0 in T INFO 310.

**T INFO 458 Advanced Unix/Linux System Administration (5)**

Focuses on advanced topics on Unix/Linux system administration and exposes students to industrial practices of fundamental client-server services and provides hands-on experience administering these

services. Topics include configurations for server services such as web server, mail server, domain name system, network information service, and firewall. Prerequisite: either T INFO 452 or T INFO 457.

#### **T INFO 461 Organizational Information Assurance (5) I&S**

Examines information assurance by exploring the most current methods for securing information and systems from policies and procedures to technologies and audit in the context of the cloud. Topics include fundamental aspects, security mechanism, operational issues, policy, attacks, security domains, forensics, information states, security services, threat analysis, and vulnerabilities.

#### **T INFO 462 Building an Information Risk Management Toolkit (5) I&S**

Examines current/emerging topics and issues associated with risk management of information technology and systems. Studies topics like security risk in a business and an IT context, security risk assessment models, risk assessment processes, risk-based decisions and consensus, incorporation of risk assessment, and an IT security plan.

#### **T INFO 463 Establishing and Managing Information Assurance Strategies (5) I&S**

Examines real case studies to expand on fundamental aspects of information assurance, including security mechanism, operational issues, policy attacks, security domains, forensics, information states, security services, threat analysis, and vulnerabilities.

#### **T INFO 470 Information Technology for Future Leaders (5)**

Examines selected topics in information technology trends, cutting edge business technologies and case studies that will challenge students to critically think about how businesses increase productivity, improve efficiency, enhance communication and collaboration and gain a competitive edge through the use of information technology. Prerequisite: Prerequisite: T INFO 370

#### **T INFO 473 Applied Data Structures and Algorithms (5)**

Covers application of data structures and algorithms in order to solve real world computing problems. Students will design solutions using various data structures. Object - oriented methods will be used to create effective and efficient problem solutions. Students will use and implement application programming interfaces (APIs). Prerequisite: T INFO 360

#### **T INFO 476 Threat Modeling (5)**

This course explores the fundamentals of Threat Modeling and Architecture. Threat modeling is used daily in both Security and Application. We will learn the basic concepts of Strategy, STRIDE, Attack Trees, Attack Libraries, Development Life cycles and Understanding Risk related to Threat Modeling. Prerequisite: T INFO 250; T INFO 310; T INFO 360

#### **T INFO 480 Research Methods (5) I&S, QSR**

Explores research methods appropriate for the social and computing sciences. Topics include: problem specification; literature searches; identification of research gaps; selection of appropriate methods; conducting research with human participants; application of quantitative and qualitative techniques; data collection, analysis, and interpretation; reporting of results; and developing a research proposals.

#### **T INFO 481 Information Technology Design Project (5)**

Design and develop a technology application or component as a one-quarter individual effort. Manage the



scope, deliverables, and prototyping process. Demonstration of a high-fidelity product prototype and an IEEE formatted final paper prepared for publication are required outcomes. Prerequisite: a minimum grade of 2.0 in T INFO 200; T INFO 210; T INFO 220; T INFO 230; T INFO 320; T INFO 360; and T INFO 370.

#### **T INFO 482 Senior Project (5)**

Focuses on detail, implementation, testing, deployment, maintenance, and demonstration of the capstone design project. Requires written and oral reports and creation of a final project binder. Prerequisite: T INFO 360.

#### **T INFO 490 Special Topics in Information Technology and Systems (1-5, max. 10)**

Examines current topics and issues associated with information technology and systems.

#### **T INFO 497 Internship in Information Technology and Systems (1-10, max. 10)**

Gives experience working in real-world information technology environment. Demonstrates how the life cycle of information technology and systems such as maintenance, modernization, replacement, etc. is conducted within an organization. Topics are carried into Senior Project II in ITS. Prerequisite: T INFO 360.

#### **T INFO 498 Directed Readings (1-5, max. 10)**

Facilitates pursuit of knowledge in a specific area through readings of technical publications as specified in an agreement with the faculty supervisor. Prerequisite: T INFO 360.

#### **T INFO 499 Undergraduate Research (1-5, max. 10)**

Provides opportunities to pursue research in a specific area that is of interest. Gives experience specifying, designing, implementing, and evaluating a research project. Prerequisite: T INFO 360.

### **Institute of Technology**

#### **T INST 101 Fluency in Information Technology (5) QSR**

Introduces skills, concepts, and capabilities necessary to effectively use information technology. Includes logical reasoning, managing complexity, operation of computers and networks, and contemporary applications such as effective Web searching and database manipulation, ethical aspects, and social impacts of information technology. Not available for credit to students who have completed TCSS 142.

#### **T INST 207 Living and Working in a Virtual World: Technologies of the World Wide Web (3) I&S**

Explores some of the important technological principles underlying the World Wide Web as it pertains to the creation and maintenance of virtual communities and the access to information. Provides a deeper understanding of how these principles can empower one to live effectively in a virtual community.

#### **T INST 310 Computational Problem Solving (5) QSR**

Covers the fundamental framework for developing computational solutions to a variety of problems encountered in the world. Explores methods of analyzing and characterizing problems, and of developing a computational solution. Introduces computer programming, and explores and compares various types of programming methods. This minor is not available to CSS majors.

**T INST 311 Database Management and Data Analysis (5) QSR**

Covers methods for transforming data into information through a database management system, how to query it interactively, how to visualize it in a meaningful way, how to share it on the Internet, and how to analyze it. This minor is not available to CSS majors.

**T INST 312 Computer Networks and the Internet (5) QSR**

Presents the impact of network computers on society. Introduces a variety of Web development technologies for producing dynamic Web sites. Provides a practical approach to solve Web development problems in a wide range of application areas. This Minor is not available to CSS majors.

**T INST 401 Technology in the Service of Society: A Seminar in the Integration of Technology and Social Interests (5) I&S**

Explores the use of technologies as one essential component in solving globally important problems. Emphasis may vary to focus on such issues as the global commons, economic inequities, and population dynamics. Examines public policies that impact technological development.

**T INST 475 Entrepreneurship in Computing and Software Systems (5)**

Study of the process of developing a product or service in the field of computing and software systems, preparing a plan for commercialization, and implementing that plan. Prerequisite: either TCSS 360 or T INST 310; may not be repeated after achieving a minimum grade of 2.0.

**T INST 490 Special Topics in Applied Computing (5, max. 15)**

Examines current topics and issues in applied computing.

**T INST 493 Technology and Society: a Global Perspective Study Abroad (12) I&S/VLPA**

Discuss contemporary issues in the intersection of technical and societal areas. Among the topics that can be covered we remark: (i) Ethical problems created by technological advancements; (ii) How technology affects societal relations and vice-versa. These general questions are studied in the light of a current and pressing developments as portrayed in the news.

**T INST 498 Directed Readings in Applied Computing (1-5, max. 10)**

Readings in timely subjects in applied computing as specified in agreement with faculty member. Prerequisite: T INST 310.

**T INST 499 Research in Applied Computing (1-5, max. 10)**

Design and implementation of a research study as specified in a contract with faculty member. Prerequisite: T INST 310.

**Mechanical Engineering****TME 221 Statics (4)**

Applies vector analysis to equilibrium of rigid body systems and subsystems. Includes force and moment resultants, free body diagrams, internal forces, and friction. Analyzes basic structural and machine systems and components. Prerequisite: a minimum grade of 2.0 in TMATH 126; and a minimum grade of

2.0 in T PHYS 121.

**TME 222 Mechanics of Materials (4)**

Introduces deformations of solids in response to external loads and effects of deformations on stability and material behavior. Develops basic relationships among loads, stresses, and deflections of structural and machine elements such as rods, shafts, and beams. Prerequisite: a minimum grade of 2.0 in TME 221.

**TME 223 Dynamics (4)**

Covers kinematics of particles, systems of particles, and rigid bodies; moving reference frames; equilibrium, energy, linear momentum, angular momentum. Prerequisite: a minimum grade of 2.0 in TME 221.

**TME 310 Computational Physical Modeling I (2)**

Computational methods for analyzing mathematical representations of physical processes. The concepts are practiced through examples involving differential equations and programming with computational linear algebra manifest in MATLAB. Co-requisite: TME 331. Prerequisite: a minimum grade of 2.0 in TMATH 307.

**TME 311 Computational Physical Modeling II (2)**

Computational methods for analyzing mathematical representations of physical processes. Development of judgment for mathematical tool selection and identification of plausible but incorrect computational solutions and movement to correct solutions. The concepts are practiced through examples and programming with computational linear algebra manifest in MATLAB. Prerequisite: a minimum grade of 2.0 in TMATH 307.

**TME 315 Introduction to 3D Modeling, Design, and Analysis (4) VLPA**

Covers design, representation, and analysis of three-dimensional objects using computational methods and computer-aided design (CAD). Topics include free hand sketching, optimization of design parameters, documentation and communication of design information using appropriate engineering standards and practices. Prerequisite: a minimum grade of 2.0 in TME 222.

**TME 320 Fundamentals of Material Science (4)**

Introduces properties of metals, ceramics, polymers, and composites in relation to their internal subatomic, microscopic, and macroscopic structures. Incorporates materials testing, analysis of failure, and engineering of materials to achieve desired function and performance. Prerequisite: a minimum grade of 2.0 in T CHEM 142.

**TME 331 Thermodynamics (5)**

Covers the First and Second Laws of thermodynamics, and their application in open and closed systems. Includes thermal and thermodynamic properties of materials, gas laws, entropy, and introduction to heat transfer. Co-requisite: TME 310. Prerequisite: a minimum grade of 2.0 in T CHEM 142; a minimum grade of 2.0 in TMATH 307; and a minimum grade of 2.0 in T PHYS 121.

**TME 332 Fluid Mechanics (5)**

Covers momentum transfer in internal and external fluid flow, analysis of fluid flow systems, and fluid flow in conjunction with convective heat transfer. Includes laboratory. Prerequisite: a minimum grade of 2.0 in

TME 331; and a minimum grade of 2.0 in TMATH 324.

**TME 341 Mechanical Design I (5)**

Covers mechanical analysis and materials selection of machine components. Includes material properties, load analysis, advanced strength of materials, impact, fracture mechanics, fatigue and reliability. Detailed materials selection methodology and associated manufacturing processes are introduced. Includes laboratory. Prerequisite: a minimum grade of 2.0 in TME 223; and a minimum grade of 2.0 in TME 320.

**TME 342 Mechanical Design II (5)**

Analytical techniques are presented for the design and analysis of a variety of mechanical components including fasteners, welded joints, springs, bearings, clutches and brakes, shafts, and gears. Materials selection considerations included. Lubrication principles are introduced through bearing analysis. Includes laboratory. Prerequisite: a minimum grade of 2.0 in TME 341.

**TME 345 Machining Fundamentals (5)**

Introduction to the principles and operations of metal removal processes emphasizing drilling, milling, lathe, sawing, and grinding processes, in order to provide the new engineer with insight during a design process of the capabilities and limitations of these various machining techniques. Includes laboratory. Prerequisite: a minimum grade of 2.0 in TME 320.

**TME 390 Undergraduate Seminar in Mechanical Engineering (2)**

Enhances problem-solving skills. Includes lectures and problem sessions in mathematics, programming, problem solving and mechanical engineering applications. Credit/no-credit only.

**TME 433 Heat Transfer (5)**

Analysis and design of systems combining principles of thermodynamics, fluid mechanics, heat, and momentum transfer. Topics include thermal modeling and process optimization. Includes laboratory. Prerequisite: a minimum grade of 2.0 in TME 332.

**TME 435 Heating, Ventilation, and Air Conditioning (4)**

Covers fundamentals of air conditioning processes, psychrometrics, and building cooling load calculations. Includes design and analysis, computerized cooling load calculations, equipment selection, and design codes and standards of HVAC systems. Prerequisite: a minimum grade of 2.0 in TME 433.

**TME 441 Embedded Systems for Engineers (5)**

Introduction to microprocessor controlled electromechanical systems, including microcontroller architecture, memory organization, and C language programming. Interfacing sensors and actuators to computers. Laboratory included. Co-requisite: TME 443. Prerequisite: a minimum grade of 2.0 in TCES 215.

**TME 443 Control Systems (5)**

Covers dynamic system modeling (mechanical, electrical, fluid, and thermos systems); linear oscillator analysis (Laplace transforms, Fourier transforms, eigenvalue problems, and modal analysis); performance specifications of feedback control systems; and controller designs for single input single output systems. Includes laboratory. Prerequisite: a minimum grade of 2.0 in TME 315; and a minimum

grade of 2.0 in TME 342.

**TME 444 Mechanical Vibrations (4)**

Covers vibration of mechanical systems including, systems with one degree of freedom, Lagrange's equations of motion for multiple degree of freedom systems, introduction to matrix methods, transfer functions for harmonic response, impulse response, and step response, convolution integrals for response to arbitrary inputs, principle frequencies and modes. Prerequisite: a minimum grade of 2.0 in TME 443.

**TME 445 Manufacturing Processes (4)**

Introduces manufacturing processing methods as employed in contemporary practice. Includes interrelationships between the properties of the material, the manufacturing process, and the design of components. Prerequisite: a minimum grade of 2.0 in TME 320; and a minimum grade of 2.0 in TME 345.

**TME 447 Mechatronics (4)**

Covers microcontroller interfacing that involves filters, op amps, drives for motors, real-time control of systems. Includes mechanisms, and data acquisition and simulation with LabVIEW. Laboratory included. Prerequisite: a minimum grade of 2.0 in TME 443.

**TME 449 Robotics (4)**

Topics include simulation, kinematics, control, optimization, and probabilistic inference. Concepts are motivated using common robotics applications and programming exercises. Prerequisite: a minimum grade of 2.0 in TME 443.

**TME 480 Senior Project I (2)**

Covers the preparation for conducting the senior project systems analysis and design (TME 481), and implementation, testing, and delivery (TME 482). Includes case studies of engineering projects. Co-requisite: TME 443.

**TME 481 Senior Project II (4)**

Provides guidance to project teams to analyze client needs, develop problem statements, specifications, and plans for implantation of project deliverables. Guides integration of knowledge learned in prior courses in preparation for completion of the senior projects in TME 482. Prerequisite: a minimum grade of 2.0 in TME 480.

**TME 482 Senior Project III (4)**

Project teams will implement, test, and deliver project deliverables (product), completing the Senior Design requirement for the degree. Prerequisite: a minimum grade of 2.0 in TME 481.

**TME 490 Topics in Mechanical Engineering (1-5, max. 5)**

Examines current topics and issues associated with mechanical engineering.

**TME 497 Internship in Mechanical Engineering (1-5, max. 5)**

Gives experience working in a real-world environment. Demonstrates how engineering processes are conducted within an organization. Prerequisite: a minimum grade of 2.0 in TME 345.

**TME 499 Undergraduate Research in Mechanical Engineering (1-5, max. 5)**

Provides opportunities to pursue research in an area that is of interest. Gives experience specifying, designing, implementing, and evaluating a research project.

# School of Interdisciplinary Arts & Sciences

Interdisciplinary Arts and Sciences is an evolving, culturally relevant course of study grounded in a respect for diversity and responsive to the needs and desires of the communities around us. We create an atmosphere in which we promote academic excellence by encouraging students to think, write and speak in ways that enhance their own development, their sense of community and their ability to deal with problems of injustice and equality, as well as their dedication to positive change.

**The School of Interdisciplinary Arts and Sciences consists of five divisions:**

- Culture, Arts & Communication
- Politics, Philosophy & Public Affairs
- Sciences & Mathematics
- Social, Behavioral & Human Sciences
- Social & Historical Studies

## About the curriculum

The School of Interdisciplinary Arts and Sciences curriculum is a program of study in the humanities, social sciences and natural sciences. The focus of the curriculum is the comparative study of peoples, groups, societies, cultures and environments within the United States and selected regions of the world. To provide an interdisciplinary and comparative basis for the study of different groups, societies and cultures, the Interdisciplinary Arts and Sciences curriculum is organized around three general dimensions: Culture and Ideas (Fine Arts and Humanities), Society and the Individual (Social Sciences) and The Natural World (Natural Sciences).

The goals of the School of Interdisciplinary Arts and Sciences curriculum are to help students:

- Develop proficiency in skills such as writing and critical thinking that are needed for productive careers and gain mastery of a broad curriculum in the humanities, social sciences and environmental science
- Achieve knowledge of the theories, concepts and methods of cross-cultural analysis
- Understand the complexity of relations between groups, societies, cultures and natural environments, the history of these relations and the forces of social change
- Gain a knowledge and appreciation of cultures other than their own while exploring the expression of cultural identity, thought and beliefs through literature and the other arts
- Build experience in the analysis of environmental issues and their scientific basis

## Independent Study Courses

Independent study courses are intended for students to do advanced work in a special area of study normally not offered in the regular curriculum. Students may enroll in these courses only after receiving written permission from the instructor who has agreed to supervise the student's work. A total of no more than 15 credits of internships, senior thesis, directed readings and undergraduate research may be applied toward the bachelor of arts degree requirements. (A maximum of 10 credits of internships may count toward the bachelor of arts degree.)

## Study Abroad

The School of Interdisciplinary Arts and Sciences faculty lead a number of study-abroad trips each year to places like Cuba, Mexico, China, Costa Rica, Italy, Russia, the United Kingdom and the Far East. Students tour museums, visit historical sites, learn about art and culture, study language, attend lectures and workshops, carry out research projects and experience daily life in a different culture. These programs range in length from one week to one month, and satisfy requirements in numerous majors.

For details, visit the International Programs website at [tacoma.uw.edu/travel](http://tacoma.uw.edu/travel) or talk to an academic or faculty advisor.

## Admission Requirements

### For All School of Interdisciplinary Arts and Sciences Majors

School of Interdisciplinary Arts and Sciences admits students with:

- [General University Requirements](#)
- Completion of mathematics through intermediate algebra with a 2.0 GPA for transfer students
- English Composition with a grade of 2.0 or higher for transfer students
- Completion of a minimum of 45 transferable college-level credits
- Minimum 2.0 GPA

The psychology, Spanish language and cultures, writing studies and communication majors have additional prerequisite course work that must be completed before declaring these majors. The prerequisite courses can be taken at UW Tacoma. Please see the major sections for details.

## How to Apply

When the School of Interdisciplinary Arts and Sciences is fully enrolled and there are more qualified applicants than can be accommodated, admission will be competitive and applicants will be evaluated on three principal criteria:

- Appropriateness of academic preparation for the degree program
- Likelihood of success in the degree program
- Relationship between the degree program and academic or career plans and opportunities

Applicants should submit completed applications by the application deadline for the quarter. Early applications are encouraged.

A completed application includes the Application for Transfer Admission, application fee, one official transcript from each college or university attended (and a high school transcript if using high school credit to fulfill admission requirements), a personal statement including life and career goals and how the IAS degree will help advance those goals. Each personal statement is reviewed carefully and is an important component of the IAS holistic admission review. Personal statements should be a reflection of an applicant's best writing.



## **Honors**

### **History Honors**

History students in all options have the opportunity of graduating with History honors by fulfilling the requirements below:

- Complete all requirements for the History BA
- Maintain a 3.5 cumulative GPA in all History (HIST/THIST) courses
- Write a “Senior Honors Thesis” in the Capstone course and read a version of the thesis in a scholarly venue
- Join Phi Alpha Theta National History Honor Society

### **Interdisciplinary Arts and Sciences Honors**

IAS seniors may apply to graduate “with honors” in IAS. To begin the process, students should talk to an IAS staff or faculty advisor. The IAS honors option is different from, but can be pursued alongside, other UW Tacoma honors distinctions such as baccalaureate and faculty honors and various honor societies.

To qualify to graduate with honors in IAS, a student must:

Have earned a 3.7 cumulative GPA at the time of application and at graduation.

- Submit a formal application to the IAS office.
- Meet all program and major or concentration graduation requirements.
- Write a graded senior honors thesis (10 credits, typically over two quarters—research the first quarter, writing the second). The honor thesis is to be arranged between the student and any full-time IAS faculty member.

### **Law and Policy Honors**

Law and Policy students have the option of graduating with Law and Policy honors by fulfilling the requirements below:

- Students must have earned a 3.5 cumulative GPA at the time of application and at the time of graduation;
- Students must submit a formal application for Law and Policy Honors to the Interdisciplinary Arts and Sciences office (WCG 424);
- Students must meet all program and degree requirements;
- Writing Requirement for Law and Policy Honors (student must fulfill one option listed below):
- Students must have taken TWRT 211 or a 300 or 400-level TWRT course and earned at least a 3.0 in that class;
- In addition to meeting the Law & Policy capstone requirement, students must take an additional section of TPOL S 480 and have earned at least a 3.5 in this class.

## Politics, Philosophy and Economic Honors

PPE students have the option of graduating with PPE honors by fulfilling the requirements below:

- Students must have earned a 3.5 cumulative GPA at the time of application and at the time of graduation;
- Students must submit a formal application for PPE Honors to the Interdisciplinary Arts and Sciences office (WCG 424);
- Students must meet all program and degree requirements;
- Writing Requirement for PPE Honors (student must fulfill one option listed below):
  - Students must have taken TWRT 211 or a 300 or 400-level TWRT course and earned at least a 3.0 in that class;
- In addition to meeting the PPE capstone requirement, students must take an additional section of TPOL S 480 and have earned at least a 3.5 in this class.

## Graduation Requirements

### For All School of Interdisciplinary Arts and Sciences Majors

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

## Undergraduate Degrees & Concentrations

The School of Interdisciplinary Arts and Sciences offers the following programs of study:

- Bachelor of Arts in American Studies
- Bachelor of Arts in Arts, Media and Culture
- Bachelor of Arts in Communication
- Bachelor of Arts in Environmental Studies
- Bachelor of Arts in Environmental Sustainability
- Bachelor of Arts in Ethnic, Gender and Labor Studies
- Bachelor of Arts in History
- Bachelor of Arts in Interdisciplinary Arts and Sciences

- Bachelor of Arts in Law and Policy
- Bachelor of Arts in Politics, Philosophy and Economics
- Bachelor of Arts in Psychology
- Bachelor of Arts in Spanish Language and Cultures
- Bachelor of Arts in Writing Studies
- Bachelor of Science in Biomedical Sciences
- Bachelor of Science in Environmental Science
- Bachelor of Science in Mathematics

## **Concentrations**

The Bachelor of Arts in Interdisciplinary Arts and Sciences is also offered with concentrations in:

- Global Studies
- Individually-Designed Concentration

## **SIAS Policy on Multiple Majors**

Students wishing to pursue multiple majors with a bachelor of arts degree must complete 45 unique credits in each IAS major. If a course can count in more than one major, students may choose which major it should count under.

## **Division of Culture, Arts & Communication (CAC)**

Culture, Arts and Communication (CAC) embraces five majors: American Studies; Arts, Media and Culture; Communication; Hispanic Studies and Writing Studies. We are bound by a common interest in human beings and their expressions--from personal to global, and from theory to practice. CAC courses are interdisciplinary and rooted in cultural contexts. Its curricula include creative and technical writing and rhetoric, global and American mass media, art history and studio arts, film studies, literature, Latin American and Spanish language and cultures and American mainstream, ethnic and popular cultures. Courses approach these fields not only in their historical dimensions, but also in the context of the socially and technologically changing world we inhabit. CAC degrees prepare students for careers in television and digital media, publishing and public relations, secondary and higher education, museum work, the arts and many related fields; most important, this university education provides tools for lifelong learning, enrichment and reflection

The Division of Culture, Arts & Communication offers the following programs of study:

## **Majors**

- Bachelor of Arts in American Studies (TAM)
- Bachelor of Arts in Arts, Media and Culture (TAMC)
- Bachelor of Arts in Communication (TCOMM)
- Bachelor of Arts in Spanish Language and Cultures (T SPAN)
- Bachelor of Arts in Writing Studies (TWRT)

## Minors

- American Popular Culture Studies (T APCS)
- Spanish Language and Cultures (T SPAN)
- Technical Communication (T TECC)

## Bachelor of Arts in American Studies

This major examines what “American” means by evaluating the ideals and realities of life in the United States. Through a variety of methods and materials, students explore the complex dynamics of how our national and cultural identities are produced through a variety of factors and experiences, including the social influences of class, ethnicity, race, gender, and sexuality. These courses engage with assumptions about the cultural norms and narratives that shape life and identity in the United States, and consider issues at the intersection of literature, history, popular culture, sociology, philosophy, art, anthropology, geography, and the environment. Students will have the opportunity to demonstrate their understanding of American experiments and systems, American lives and American spaces through critical analyses and discussions, research, creative work, and community-engaged projects.

Graduates are prepared for a broad range of careers in areas such as education, journalism, law, medicine, public relations, law enforcement, social work, business, community organizing, non-profit administration, museum curatorship, urban and environmental planning, library science, and government.

## Student Learning Outcomes

*Students will be able to:*

- Demonstrate an understanding of the historical development of American cultures, nationhood and social movements in various social and political contexts
- Demonstrate an understanding of how cultural meaning is created, and how studying cultural ideas and practices can provide us with multiple ways of making power visible
- Situate American cultures and communities within a global context
- Analyze and synthesize material from primary and secondary sources in order to create a coherent, evidence-based argument
- Employ methodologies from the humanities and the social sciences to analyze a variety of historical, cultural, social and political questions.

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).

- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

Students take a total of 55 credits: 30 credits in American Studies Foundation courses and 25 credits in the Areas of Focus. Foundational courses lay the groundwork for a social, political and historical understanding of the United States' cultural development. The "American Culture and Perspectives," "AS Topics" and "AS Capstone" courses focus on American Studies' concepts and methodologies and draw on the interdisciplinary strengths of the American Studies faculty to examine the American past and present using a range of methods and subjects.

Of the 55 credits in the major, students must take one course that meets the Ethnicity/Race subject matter requirement. This may be taken within the credits of Areas of Focus or elsewhere in the major.

### **Foundation Courses: 30 credits**

- T AMST 210
- One of the following 100 or 200 level TAMST Courses:
  - TAMST 101
  - TAMST 120
  - TAMST 220 (was TCULTR 210)
  - TAMST 250
- One of the following skills and methods courses:
  - TCOM 353
  - TIAS 496
  - TSOC 439
  - TWOMN 302
- One of the following:
  - THIST 201
  - THIST 222
  - TPOLS 202
  - TPOLS 260
  - TSOC 165
  - TSOC 265
- Two of the following American Studies Topics Courses:
  - TAMST 333
  - TAMST 410 (Was TCULTR 410)
  - TAMST 420
  - TAMST 430
  - TAMST 440
  - TAMST 450 (Was TCULTR 450)
  - TLIT 311
  - TLIT 335
  - TSOC 455

### **Areas of Focus: 25 credits**

American Studies students have access to broad-ranging curriculum and the opportunity to concentrate their study in one of the three designated areas. Courses that offer an exploration into American political and economic thought, American philosophic traditions and United States legal institutions are housed in American Systems & Experiments (List A). The myriad ways in which individual and community experiences are expressed in art, literature and popular culture are explored in the contingent of courses titled American Lives (List B). Courses selected for American Spaces (List C) reflect either a geographical or a metaphorical exploration of the political, cultural economic or environmental terrain. Because courses

are drawn from a variety of disciplines and cover a wide range of material, some courses straddle two lists, and students are welcome to use a course for either requirement. With the exception of courses that meet the Ethnicity/Race requirement, a single course cannot meet multiple requirements

- Students take five (5) Areas of Focus courses; one (1) from each list:
  - American Systems & Experiments (List A)
    - Political thought, systems of belief and philosophy and economy, and legal institutions as social experiments in the U.S.
    - See the [American Studies](#) webpage for approved courses that will fulfill American Systems & Experiments.
  - American Lives (List B)
    - Individual and community experience and its expression in art, literature, popular culture and other areas
    - See the [American Studies](#) webpage for approved courses that will fulfill American Lives.
  - American Spaces (List C)
    - Geography, environments: urban, suburban, rural, natural, Inter-American or the U.S. in international contexts
    - See the [American Studies](#) webpage for approved courses that will fulfill American Spaces.

#### **Ethnicity/Race Requirement:**

- TAMST 210
- In addition, American Studies are required to take at least one course within the requirements of the major that focuses on how ethnicity and race have been fundamental to the development of American culture.
- See the [American Studies](#) webpage for approved courses that will fulfill Ethnicity/Race requirement.

#### **Bachelor of Arts in Arts, Media and Culture**

This major focuses on how the broadly defined fields of art and media operate within culture, as well as how they transform it. Students study formal, aesthetic and sociocultural ways of understanding literature, arts, and media in cultural and historical contexts. Students are introduced to a range of fields and gain experience working in both American and international frameworks, while at the same time specializing to some degree in a particular field such as visual and performing arts, film/media, literature or comparative arts.

Arts, Media and Culture prepares students for a range of careers including publishing, the arts, media, museum work, public relations, and public history. It is also appropriate for students pursuing broad cultural literacy, as well as for those students planning to continue on to advanced study in performing and visual arts or the humanities.

#### **Student Learning Outcomes**

- Cultivate the insight unique to human beings, and be able to identify and explain interrelations among texts of apparently disparate discourses: literature, film, visual arts, and media.
- Acquire the interpretive skills necessary to analyze individual texts of various kinds—literary, film, art, televisual, musical—closely and critically. Students will be not just literate but visually or audio-visually literate.
- Understand the importance of history and culture as they shape and, are in turn, shaped by arts and media.
- Gain practical experience in the creative processes of one of the arts or media studied in the major.

- Be able to express the knowledge and experience described in the items listed above in clear, concise and persuasive writing.

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

Arts, Media and Culture now has four themed tracks. You can choose the track that best suits your educational and career goals. Each track has its own requirements and can be found on the appropriate checklist below.

Requires 60 credits total including a minimum of 30 upper-division division credits. Students choose one track.

## Foundational Courses for All Tracks

- All students must take One of the following two courses:
  - TLIT 220
  - TFILM 220
- Students are encouraged to take the course they do not choose for this requirement as they fulfill the remaining requirements of the major (e.g., as part of the 25 credits from their own track, or for the credits required from one of the other tracks).

### Track I: Literature *(retroactively reviewed requirements that were approved in 2018, Mar 2021)*

- 5 credits, History (List A)
- 5 credits, Culture (List B)
- 5 credits, Interpretation (List C for Literature)
- 10 credits, Practice/Studio (List D: 5 credits in creative writing classes plus 5 additional credits)
- 25 credits in Literature (List E)
- 5 credits in Film/Media or Visual and Performing Arts (List F or G)

**Track II: Film / Media** *(retroactively reviewed requirements that were approved in 2018, Mar 2021)*

- 5 credits, History (List A)
- 5 credits, Culture (List B)
- 5 credits, Interpretation (List C for Film/Media)
- 10 credits, Practice/Studio (List D: 5 credits in creative writing classes plus 5 additional credits)
- 25 credits in Film and Media (List F)
- 5 credits in Literature or Visual and Performing Arts (List E or List G)

**Track III: Visual and Performing Arts** *(retroactively reviewed requirements that were approved in 2018, Mar 2021)*

- 5 credits, History (List A)
- 5 credits, Culture (List B)
- 5 credits, Interpretation (List C for Visual and Performing Arts)
- 10 credits, Practice/Studio (List D: 5 credits in creative writing classes plus 5 additional credits)
- 25 credits in Visual and Performing Arts (List G)
- 5 credits in Literature or Film and Media (List E or List F)

**Track IV: Comparative Arts** *(retroactively reviewed requirements that were approved in 2018, Mar 2021)*

- 5 credits, History (List A)
- 5 credits, Culture (List B)
- 10 credits, Interpretation (one class from two of the following: List C for Literature, List C for Film/Media, or List C for Visual and Performing Arts)
- 10 credits, Practice/Studio (List D: 5 credits in creative writing classes plus 5 additional credits)
- 25 credits in Literature; Film and Media; or Visual and Performing Arts (List E-G, with at least 5 credits from each list)

**History: 10 credits, in all tracks (List A)**

- See list of approved courses on [Arts, Media and Culture](#) webpage.

**Culture: 5 credits, in all tracks (List B)**

- See list of approved courses on [Arts, Media and Culture](#) webpage.

**Interpretation Courses (List C)**

- See list of approved courses on [Arts, Media and Culture](#) webpage.

**Practice / Studio (List D)**

- See list of approved courses on [Arts, Media and Culture](#) webpage.

**Literature (List E)**

- See list of approved courses on [Arts, Media and Culture](#) webpage.

**Film and Media (List F)**

- See list of approved courses on [Arts, Media and Culture](#) webpage.

**Visual and Performing Arts (List G)**

- See list of approved courses on [Arts, Media and Culture](#) webpage.



## **Bachelor of Arts in Communication**

Students in the Communication major gain theoretical knowledge and practical skill in the mass media through an interdisciplinary and multicultural curriculum. Students will learn about the social, cultural, economic, political and historical context within which media operate. This major focuses on the full range of communication media—including radio, television, newspapers, magazines, film, advertising, public relations and the Internet—and how it pervades every aspect of our society. Students will study the considerable power media wield in mobilizing public opinion, in cutting across the boundaries between private and public life, and the strong role they play in national development.

Students have the option of a Research track or a Professional track. Under the Research Track, students take a series of courses in U.S. and international media theory. Under the Professional Track, students take a series of courses in either print or broadcast media. Given the Communication major curriculum, transfer students should anticipate needing two years to complete all requirements.

### **Student Learning Outcomes**

Through a critical and cultural studies framework that addresses power differentials in society and through a rigorous schedule of courses in media theory and skills, you, as a Communication major, are expected to:

- Be able to conduct thorough and critical research for both media theory and skills assignments, which is consistent with the LEAP learning outcomes of "Intellectual and Practical Skills" and "Integrative Learning;"
- Understand and analyze the power of the visual image and the written word and their ability to convey and sustain ideologies of gender, class, ethnicity and orientation, which is consistent with the LEAP learning outcome of "Personal and Society Responsibility;"
- Understand and analyze the ethical, legal, political and economic contexts of the mass media, which is consistent with the LEAP learning outcome of "Knowledge of Human Cultures and the Physical and Natural World;"
- Understand and analyze the interdependency of global media systems and develop a critical and historical approach to media production and consumption, which is consistent with the LEAP learning outcome of "Knowledge of Human Cultures and the Physical and Natural World;"
- Develop skills to write, edit and produce across varied media platforms, which is consistent with the LEAP learning outcomes of "Intellectual and Practical Skills;"
- Be prepared for a variety of jobs in mass media such as newspaper and magazine writing, reporting and editing, television and video production and web design.

### **Admission Requirements**

#### **Prerequisites**

- Students wishing to declare the Communication major must first complete one of the following 5-credit courses with a minimum grade of 2.5:
  - TCOM 201
  - TCOM 230

### **Graduation Requirements**

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

Requires 55-60 credits total including 30 credits of upper-division course work in major.

### **Professional Track: 60 credits**

The Print and Television options of the Professional Track take an integrated approach to the study of media criticism and media writing and production. They are predicated on the belief that the development of the practical skills needed to produce and write materials for media outlets such as television, newspapers, magazines, and public relations firms is enhanced through a critical examination of cultural products and an understanding of multiple theoretical frameworks. At the same time, the ability to critique cultural products is furthered through the development of practical skills, since this advances an understanding of various factors that influence how media products are developed and distributed.

### **Communication Foundation: 5 Credits**

- TCOM 353
- TCOM 444

### **Communication Core: 20 credits**

- From List A, with a minimum of 10 credits of 300- and 400-level TCOM courses required.
- See the [Communication](#) webpage for approved courses from List A that will fulfill Communication Core.

### **Professional Track Courses: 30 credits**

- From List A, the [Communication](#) webpage for approved courses for the Professional Track courses.
- A minimum of 20 credits from this list must be TCOM courses.

### **Optional Communication Capstone: 5 credits**

Professional Track students may choose to complete a Senior Project (as part of the List B credits). The Senior Project has two main components: students perform a 5-credit internship in the communication industry and write a 10-15 page academic paper. The project is designed to allow senior professional track students to gain needed professional experience while placing this professional experience in a broader theoretical framework. Senior project internships and academic paper topics will vary and must have faculty advisor approval.

See the [Communication](#) webpage for more information.

**Research Track: 55 credits**

The Research Track, through courses on media criticism and methods, media ethics, media law and regulation, media history, political economy of mass media, international and development communication, film studies, and cultural studies, provides a critical overview of the political, economic, historic, social, and cultural contexts of the mass media. In each course, students are encouraged to interrogate the relationship among media, culture, and power, and think critically about the correspondence between processes of media production and consumption. The Research Track prepares students for further graduate studies or for careers in media research; the wealth of theoretical courses in this track is an asset to any student interested in communication theory or practice.

**Communication Foundation: 10 credits**

- The following writing course:
  - TWRT 211
- One of the following theory and methods courses:
  - TCOM 353
  - TCOM 444

**Communication Core: 35 credits**

- From List A, with a minimum of 20 credits of 300- and 400-level courses required.
- See the [Communication](#) webpage for approved courses from List A that will fulfill Communication Core.
- Minimum of 20 credits MUST be TCOM courses.

**Research Track Courses: 10 credits**

- From List B, the [Communication](#) webpage for approved courses for the Research Track courses.

**Optional Communication Capstone: 5 credits**

Communication - Research Track students may choose to complete a 5-credit, 25-35 page senior thesis (as part of the List A credits). Ideally, you would have completed all core and foundation courses before undertaking the thesis. The thesis may be supervised only by core Communication faculty. This means early planning is crucial, and you should develop a rapport with your supervisor by the time you reach the thesis stage. See the [Communication](#) webpage for more information.

**Bachelor of Arts in Spanish Language and Cultures**

Students in the Spanish Language and Cultures major develop cultural competence needed to compete in an increasingly diverse world.

Developed using the American Council on the Teaching of Foreign Languages (ACTFL) guidelines, our program offers practical skills-based language classes and a strong emphasis on contemporary Latin American culture.

Fields where Spanish Language and Cultures majors excel include translation/interpretation, education, government, public health, social work, community services, banking, international business, communication and media groups, law, insurance, the travel industry or any other field where the rapidly growing Latino community is involved.

**Spanish Language and Cultures student learning outcomes**

Spanish Language and Cultures students will:

- Develop oral, writing and reading proficiency in Spanish at the Advanced Level as defined by American Council for the Teaching of Foreign Languages (ACTFL) standards.

- Become knowledgeable about the complexity of cultures in the Spanish-speaking world and be able to engage in ongoing critical debate about them.
- Acquire proficiency in the 5 Cs (communication, cultures, connections, comparisons, communities) for language studies in Spanish as defined by the National Foreign Language Standards.
- Learn terminology and concepts from at least two of these fields: literature and literary criticism; film and film criticism; cultural studies and cultural theory, and be able to apply the terminology and concepts to the critical analysis of works from Spain, Spanish America, and U.S. Latinos.
- Become global citizens, able to interact compassionately, intelligently and insightfully with other cultures, particularly those of the Spanish-speaking world, and to engage in the scholarship and activism.
- Acquire competence necessary for employment in a variety of fields related to the Spanish language and literary and cultural studies and/or a graduate program in Spanish or Latin American Studies.

## Admission Requirements

### Prerequisites

For acceptance into the major, students must demonstrate through a placement exam or coursework proficiency at the 300-level in the Spanish language. Students interested in pursuing a Spanish Language and Cultures Studies major are strongly encouraged to take a variety of interdisciplinary courses dealing with Spanish and Latin American culture in preparation for the major.

The most recent course lists are available on the [Spanish Language and Cultures](#) major web page.

We define a **native speaker** of Spanish as a person who learned Spanish at home as his or her first language, and who lived in a Spanish-speaking home for the first six years of childhood. In addition, a native speaker has some formal instruction (at least through 7th grade) in schools where Spanish was the primary language. (Example: A person who was born in Mexico to Mexican parents, who lived in Mexico until age 14, and completed 7th grade there, is a native speaker of Spanish.)

We define a **heritage speaker** of Spanish as a person who was raised in a home where Spanish was spoken at least 50% of the time during that person's childhood and adolescence. Heritage speakers may not have had formal instruction in Spanish, but they are to some degree bilingual in both Spanish and English.

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).

- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

The Spanish Language and Cultures Studies major consists of 60 upper division credits, in addition to other university requirements for graduation. Of these 60 credits, 35 are core requirements, and 25 credits are required 300-400 level electives from Spanish language and culture classes in Spanish.

### **Core Classes: Minimum of 35 credits**

All courses are five (5) credits unless otherwise noted.

- [TSPAN 301](#) (Or [TSPAN 311](#) for Heritage Speakers)
- [TSPAN 302](#) (Or [TSPAN 312](#) for Heritage Speakers)
- [TSPAN 303](#) (Or [TSPAN 313](#) for Heritage Speakers)
- [TSPAN 351](#)
- [TSPAN 352](#)
- [TSPAN 299](#), [393](#) or [496](#) foreign study/experiential learning or internship (10 credits)

### **Required Electives: Minimum of 25 credits of 300-400 level Spanish courses**

- At least 5 credits from List A: Spanish language must be at the 400 level
- At least 5 credits from List B: Literature, film or culture in Spanish must be at the 400 level
- See the [Spanish Language and Cultures](#) webpage for approved courses.

## **Bachelor of Arts in Writing Studies**

Students in the Writing Studies major want to impact the world through compelling writing, whether it be in a creative, technical, or professional context. Students learn to write effectively in a range of genres, and to think critically and creatively. Writing Studies prepares students to be verbally and visually literate in a manner that encourages their growth as learners, citizens, and professionals. Students also receive a well-rounded liberal arts education in the sciences and the humanities. The major in Writing Studies provides students with solid skills for seeking employment involving writing and information design, including careers in technical and professional writing, user experience, education, publishing, public relations, grant writing, and marketing. Students can choose to specialize in Creative Writing or Technical Communication.

### **Student learning outcomes**

As a student in Writing Studies major, you are expected to:

- Write in multiple genres for diverse audiences.
- Apply writing and communication design skills in multiple contexts and for a range of purposes.
- Develop an effective and self-aware writing process from invention to production.
- Collaborate effectively in writing and information design.
- Demonstrate an understanding of the role of writing in creating knowledge through artistic expression, critical inquiry, and applied research.
- Develop the ability to learn, adapt, and use technologies in new media essential to their lives and careers.

## Admission Requirements

### Prerequisites

Students wishing to declare the Writing Studies major must complete the following courses with a minimum grade of 2.0.

- [TCORE 101](#), [TWRT 112](#) or [TWRT 121](#)
- TWRT 211

### Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

The Writing Studies major requires 65 credits. *Reminder:* 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

### Creative Writing Track

The creative writing track offers the opportunity for focused study of literary and popular forms of creative writing with supportive faculty who publish in these genres, and provides a strong base for students wishing to pursue a Master of Fine Arts. Our creative writing track takes a distinctive interdisciplinary approach to creative writing: students choose classes in more than one genre (poetry, nonfiction, and fiction), a wide-range of literature courses from multiple perspectives, as well as professional/technical writing courses that can prepare them for writing jobs in a variety of fields. In addition, the creative writing track reflects the curricular guidelines of the Association of Writing Programs (AWP), the national professional organization in creative writing.

Students can gain professional experience as editors and writers of Tahoma West, UW Tacoma's student-run literary and arts magazine, as well as the school newspaper, The Ledger. Students also have opportunities to engage in the vibrant literary community of the Puget Sound and are encouraged to apply for internships at local arts and publishing organizations.

**Creative Writing Foundation: 10 credits**

- TWRT 200
- TLIT 101 (*formerly TLIT 200*)

**Creative Writing Core: 20 credits**

- From List B, at least 10 credits must be 400 level.
- See [Writing Studies](#) webpage for approved list.

**Literature: 15 credits**

- 5 credits must be from TLIT 390.
  - TLIT 390
- At least 5 credits at the 300-400 level in a literature other than American literature (List C).
  - TLAX 476 (*formerly THISP 476*)
  - TLIT 343
  - TLIT 351 (*formerly TLIT 453*)
  - TLIT 352 (*formerly TLIT 455*)
  - TLIT 371
  - TLIT 481
  - TWOMN 434

**Technical/Professional Communication: 15 credits**

- Choose three courses from the following list (List D).
  - TCOM 348
  - TCOM 387
  - TCOM 484
  - TCOM 486
  - TFILM 350
  - TIAS 491
  - TWRT 291
  - TWRT 330
  - TWRT 331
  - TWRT 350
  - TWRT 355
  - TWRT 360
  - TWRT 365
  - TWRT 391
  - TWRT 431
  - TWRT 464
  - TWRT 450

**Technical Communication Track**

In the technical communication track, students learn to communicate complex information in a way that is concise, usable, and compelling. Coursework in the technical communication track is grounding in the user-centered design process. Students learn how to identify the needs of an audience, design through an iterative process and make changes based on applied research. Students take a variety of courses on writing, research and technical topics. Courses emphasize real world design projects and students develop skills in collaborative problem solving and creativity.

Students completing the Technical Communication track are well positioned for careers in technical and professional writing, user experience, usability, and other fields where communicating scientific and technical topics plays a central role, across a variety of industries, for governments, and for non-profits. Students are encouraged to gain professional experience by completing internships and working with community partners.

**Technical Communication Foundation: 10 credits**

- TWRT 291
- Choose One of the following courses (List A):
  - TCOM 320
  - TWRT 350
  - TWRT 391

**Technical Communication Core: 20 credits (List B)**

- TCOM 220
- TCOM 320\*
- TCOM 350
- TCOM 420
- TWRT 330
- TWRT 331
- TWRT 350\*
- TWRT 355
- TWRT 440
- TWRT 450
- TWRT 490

*\*These courses can only be taken for credit once, as either part of List A or List B.*

**Breadth in Creative, Scientific, and Technical Topics: 35 credits (List C)**

- TBIOL 202 (*formerly TESC 202*)
- TBIOL 232 (*formerly TESC 232*)
- TBIOL 236 (*formerly TESC 236*)
- TBIOL 240 (*formerly TESC 240*)
- TCOM 275
- TCOM 348
- TCOM 349
- TCOM 387
- TCOM 482
- TCOM 484
- TCOM 486
- TCSS 142
- TESC 201
- TEST 213
- TEST 221
- TEST 295
- TEST 332
- TEST 333
- TEST 335
- TGEOS 241 (*formerly TESC 241*)
- TGEOS 243 (*formerly TESC 243*)
- TGEOS 341 (*formerly TESC 341*)
- TIAS 491
- TINST 207
- TINST 312



- TINST 401
- TINST 475
- TINFO 210
- TINFO 220
- TINFO 230
- TINFO 310
- TINFO 370
- TWOMN 211 (*formerly TEST 211*)
- TWRT 200
- TWRT 270 (*formerly TWRT 370*)
- TWRT 280 (*formerly TWRT 380*)
- TWRT 287 (*formerly TWRT 387*)
- TWRT 333
- TWRT 360
- TWRT 362
- TWRT 372
- TWRT 382
- TWRT 384 (*formerly TWRT 482*)
- TWRT 388 (*formerly TWRT 431*)
- TWRT 389
- TWRT 470
- TWRT 480
- TWRT 487
- TWRT 499

## **Division of Politics, Philosophy & Public Affairs (PPPA)**

The Division of Politics, Philosophy and Public Affairs (PPPA) provides vibrant and innovative programs of study where students explore the manner in which societies solve social challenges. Housed within the Interdisciplinary Arts and Science program at the University of Washington Tacoma, PPPA's innovative curriculum combines theory and practice, and is an excellent choice for students interested in current events, public affairs, politics, government, ethics, human rights, economics, international studies, law or social philosophy. We offer the majors of Politics, Philosophy and Economics (PP&E), and Law and Policy. We also offer minors in Asian Studies, Economics, Human Rights, Law and Policy, Politics and Religious Studies. Our faculty of active scholars are committed to undergraduate education; through small classes, extracurricular activities and individualized internships, PPPA provides many opportunities for students to work closely with faculty.

The Division of Politics, Philosophy & Public Affairs offers the following programs of study:

### **Majors**

- Bachelor of Arts in Law and Policy (TLAWPL)
- Bachelor of Arts in Politics, Philosophy and Economics (TPPE)
  - with a Politics and Philosophy Option (TPPE-10-11)
  - with an Economics Option (TPPE-20-11)
  - with an International Studies Option (TPPE-30-11)

### **Minors**

- Asian Studies (T ASIA)
- Economics (TECON)
- Human Rights (THRGT)

- Law and Policy (TLAWPL)
- Politics (TPOL)
- Religious Studies (TRELIG)

## **Bachelor of Arts in Law and Policy**

The Law and Policy major develops students' theoretical reasoning and analytical skills as applied to critical assessments of current topics in law and policy. This major provides a solid liberal arts foundation for thinking analytically about the public action component of current legal and policy concerns associated with health care, social policy, and international development. The Law and Policy major also links curricular content with opportunities and challenges facing Tacoma, South Puget Sound and Washington State.

Graduates of this program will be prepared to pursue a wide range of careers, such as those directly or indirectly related to government and politics; public policy analysis and management; nongovernmental organizations; policy analysis think tanks; local, state and federal government; the law and legal administration (e.g., probation and parole); law enforcement (FBI, police); rights advocacy; and teaching. In addition, graduates will be prepared to begin graduate programs in law, policy studies, public policy, politics, public administration, management, education, and community advocacy.

## Student Learning Objectives

The specific student learning objectives of this major are:

- Develop effective and persuasive analytical, writing and communication skills, and apply these skills to complex contemporary social and legal problems.
- Acquire substantive knowledge and understanding about the institutions and beliefs embedded in legal practices and specific public policies.
- Critically examine legal, political, and economic institutions as they relate to social and policy choices.
- Critically evaluate theories and methods used to examine tradeoffs in policy and legal decisions.
- Analyze, display and interpret data to explain social and policy issues.
- Understand the role of ethics and the ethical dimension of laws and policymaking.

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

Law and Policy requires a total of 65 credits as outlined below:

### Core Courses:

- Two law courses:
  - At least One of these course **must** be:
    - TLAW 205
    - TLAW 215 (formerly TPOLS 328)
  - One of these courses **may** be:
    - TLAW 363 (formerly TPOLS 363)
    - TLAW 367 (formerly TPOLS 367)

- Two politics courses:
  - TPOLS 202
  - TPOLS 203
  - TPOLS 204
  - TPOLS 382
- One practical reasoning course:
  - TPHIL 250
  - TPHIL 251
- One ethical and philosophical reasoning course:
  - TECON 210
  - TPHIL 240
  - TPHIL 361
- One writing course:
  - TWRT 211

#### **Electives: minimum 25 credits**

- Each of the courses selected from the lists must be **in addition** to those chosen to fulfill core requirements.
- 15 credits, Law and Legal Systems in Policy Making.
- 10 credits, Theory and Practice in Law and Policy.
- See the [Law and Policy](#) webpage for approved courses.

#### **Capstone or Internship:**

You must select one of the options below for your final five (5) credits in this major. This course will be your culminating work for your major and illustrate that you have met the student learning objectives as found in our course catalog. While the Law and Policy capstone and internship courses are being developed, you may substitute the course options with the PP&E capstone or internship courses as listed below. This option should be confirmed with your advisor prior to registering for the course, so it can be applied correctly in DARS.

- One of the following:
  - TPOLS 480
  - TPOLS 496
  - TPOLS 497

### **Bachelor of Arts in Politics, Philosophy and Economics**

Politics, Philosophy and Economics draws from political science, philosophy, economics, policy and law. This major provides students with an in-depth interdisciplinary foundation in the analysis of politics and economics and in the study of philosophical and ethical issues related to political, economic, and public policy issues. Special emphasis is placed on developing critical thinking and writing skills.

Students in this major are prepared for careers in government, law, public agencies, business, nonprofit management, diplomacy, community work, or journalism. It also prepares students for advanced studies in law, journalism, international relations, public policy, international development and other social sciences.

## Student Learning Outcomes

- Students will develop a more thorough knowledge of social institutions through focused engagement with both contemporary and enduring social issues.
- Students will strengthen their analytical skills.
- Students will develop their ability to write with style and precision.
- Students will become more competent with quantitative analysis.
- Students will develop their ethical and logical reasoning, and
- Students will learn to synthesize and evaluate information through an application of knowledge and methods across different disciplines.

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

Requires 65 credits total. Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

## Core Courses: 20 credits

- At least One class from each of the following three lists:
  - Economics Core (List A)
    - TECON 200 or TBECON 220
    - TECON 201 or TBECON 221
  - Philosophy Core (List B)
    - TPOLS 201
    - TPHIL 101
    - TPHIL 240
    - TRELIG 321
  - Politics Core (List C)
    - TPOLS 202
    - TPOLS 203
    - TPOLS 204

**Methods Courses : 10 credits**

- TPHIL 250
- TPHIL 251

**Capstone/Seminar Course: 5 credits**

- TPOLS 480
- TLAW 496
- TPOLS 496 (*must be approved*)
- TPOLS 497 (*offered in Winter Quarter*)

In addition to the above requirements, students choose between one of three separate options: Politics and Philosophy, Economics and International Studies, each of which allows you to specialize in a particular area.

**Politics and Philosophy Option**

**Politics and Philosophy Option** combines political science with philosophy, sociology, history, economics and policy studies. It provides an in-depth study of political theory, political and social interactions, relations between states and capital, and the history of relationships between governments and citizens. The program also aims to develop skills needed for an informed and effective citizenship.

To fulfill this option, you must take four classes from the list below, as well as two additional classes from either the International or Economics options.

- See the [Politics, Philosophy and Economics](#) webpage for approved courses.

**Economics Option**

The **Economics Option** emphasizes economic theory and reasoning. It provides a solid foundation for understanding how the interplay of economics and politics shape our everyday lives. Particular emphasis is placed on analytical and critical thinking skills and problem solving.

To fulfill this option, you must take four classes from the list of Economics option classes, as well as two additional classes from either the Politics and Philosophy or Law and Policy options.

- See the [Politics, Philosophy and Economics](#) webpage for approved courses.

**International Studies Option**

The **International Studies Option** focuses on the study of relations between states, domestic groups, and transnational actors from an interdisciplinary perspective that includes politics, philosophy, history and economics. Students gain the background knowledge and skills necessary to understand the sources of conflict, cooperation and peace in the global arena. To fulfill this option, you must take four classes from the International Studies option list, with the option of using up to 5 credits from a study abroad course or one third quarter or higher language course as one of the four option classes.

Two additional classes from either the Politics and Philosophy or Economics options are also required.

- See the [Politics, Philosophy and Economics](#) webpage for approved courses.

## **Division of Sciences & Mathematics (SAM)**

The division of Sciences and Mathematics offers degrees in Biomedical Science, Mathematics, Environmental Sustainability, Environmental Studies and Environmental Science with a Pre-Med Track option.

Our curriculum, internship opportunities and research maintain local community ties while exploring global perspectives, leading to excellent career opportunities for graduating students.

Our Environmental Science and Environmental Sustainability programs take advantage of the Puget Sound being in our own front yard.

The Division of Sciences & Mathematics offers the following programs of study:

### **Majors**

- Bachelor of Science in Biomedical Science (TBIOMD)
- Bachelor of Science in Environmental Science (TENSCL)
- Bachelor of Arts in Environmental Studies (TESC)
- Bachelor of Arts in Environmental Sustainability (TEST)
  - with an Environmental Policy and Law Option (TEST-10-11)
  - with an Environmental Communication Option (TEST-20-11)
  - with a Business/Nonprofit Environmental Sustainability Option (TEST-30-11)
  - with an Environmental Education Option (TEST-40-11)
- Bachelor of Science in Mathematics (TMATH)

### **Minors/Certificate**

- Environmental Studies (TEST-05)
- Geographic Information Systems (GIS)
- Mathematics (TMATH)
- Restoration Ecology (TECORE)
- Sustainability (T SUST)

## **Bachelor of Science in Biomedical Sciences**

### **About Biomedical Sciences**

The bachelor of science degree in Biomedical Sciences immerses students in an exploration of topics in the life sciences including cell biology, genetics, microbiology, molecular biology, neurobiology, and physiology, as they are applied to the science of human health. The B.S. in Biomedical Sciences allows students to fulfill undergraduate course requirements for admission to medical, dental, veterinary, pharmacy and other health and science related graduate or professional schools.

### **TBIOMD Career Options**

Through rigorous coursework and ample opportunities for research or clinical experiences, students will be prepared for (1) advanced training at the graduate or professional level, i.e. M.S., M.P.H., Ph.D., M.D., D.D.S., D.O., O.D., P.A., D.P.M., Pharm.D., or D.V.M.; and (2) employment in biomedical careers, such

as clinical and research laboratories in private industry or public agencies (regional, state, federal), or other areas such as law and business that bridge with biology.

## **Student Learning Outcomes**

There are five major student-learning outcomes associated with the B.S. in Biomedical Sciences:

### **1. Core Knowledge**

- An understanding of the fundamentals of chemistry and biology
- An understanding of the key principles of biochemistry, microbiology and molecular biology and their application to human health
- Awareness of the major issues at the forefront of these disciplines
- Awareness of societal and ethical issues in the biomedical sciences
- The ability to integrate knowledge across interdisciplinary lines

### **2. Applying the Process of Science**

- The ability to dissect a problem into its key features by thinking in an integrated manner and to look at problems from different perspectives
- The ability to generate hypotheses, design experiments, observe nature and test hypotheses
- The ability to understand the limitations of the experimental approach

### **3. Quantitative Reasoning**

- The ability to analyze experimental data and interpret the results
- The ability to apply statistics and other mathematical approaches to examine biological systems

### **4. Laboratory Skills**

- The ability to work safely and effectively in the laboratory
- The ability to troubleshoot and optimize methods
- The ability to collaborate with other researchers

### **5. Literature and Communication Skills**

- The ability to assess primary papers critically
- The ability to use oral, written and visual presentations to present their work to both a science literate and general audience

## **Admission Requirements**

Students who are interested in declaring into the TBIOMD program must submit a Supplemental Application. Applications open annually online from September 1<sup>st</sup> and close March 15<sup>th</sup> to be considered for the upcoming autumn quarter. The Biomedical Sciences program only admits once per year in the autumn quarter only. You must also be admitted into the University of Washington Tacoma for consideration into the Biomedical Sciences program.

Please check the [Biomedical Sciences website](#) for the most up-to-date information on the application.



## Preparatory Courses

- TCHEM 142; (6) minimum 1.7 grade
- TCHEM 152; (6) minimum 1.7 grade
- TCHEM 162; (6) minimum 1.7 grade
  
- TBIOL 120; (6) minimum 1.5 grade (*formerly TESC 120*)
- TBIOL 130; (6) minimum 1.5 grade (*formerly TESC 130*)
- TBIOL 140; (6) minimum 1.5 grade (*formerly TESC 140*)
  
- TMATH 124; (5) minimum 2.0 grade
- TMATH 125; (5) minimum 2.0 grade
  
- TCHEM 251; (6) minimum 1.7 grade (*formerly TESC 251*)
- TCHEM 261; (6) minimum 1.7 grade (*formerly TESC 261*)
- TPHY 121; (6) minimum 2.0 grade (*formerly TESC 121*)

## Graduation Requirements

To be eligible for graduation with the bachelor of sciences degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

## Overview of Requirements

- Introductory Courses in Biomedical Sciences: 64 credits
- Core Courses in Biomedical Sciences: 39 credits
- Biomedical Sciences Upper-Division Electives: 15 credits
- Required "bookend" Courses: 8 credits
- Capstone (research, internship, etc.): 3-10 credits planned with faculty advisor
- Statistics Course: Select one course
- Ethics Course: Select one course
- Health and Society course: Select one course

**Core Courses in Biomedical Sciences: 39 credits**

- TBIOL 301 (6) *(formerly TBIOMD 301)*
- TBIOL 302 (5) *(formerly TBIOMD 302)*
- TBIOL 303 (6) *(formerly TBIOMD 303)*
- TBIOL 304 (6) *(formerly TESC 380)*
- TBIOL 305 (6) *(formerly TBIOMD 307)*
- TCHEM 405 (5) *(formerly TESC 405)*
- TCHEM 406 (5) *(formerly TESC 406)*

**Required Bookend Courses: 8 credits**

- TBIOMD 310: 5 credits, to be completed early in the third year
- TBIOMD 410: 3 credits, to be completed in the fourth year

**Capstone: 3-10 credits**

- See [Biomedical Sciences](#) webpage for approved list of capstone courses.

**Statistics:**

- Select one course:
  - TMATH 110
  - THLTH 305

**Ethics:**

- Choose one course from the Ethics list; see [Biomedical Sciences](#) webpage for approved list of Ethics courses.

**Health and Society:**

- Choose one course from the Health and Society list; see [Biomedical Sciences](#) webpage for approved list of Health and Society courses.

**Biomedical Sciences Upper-Division Electives: 15 credits**

- Complete a minimum of 15 credits of advanced Biomedical Sciences.
- Select a minimum of two classes from List A, and up to one class from List A or List B.
- See [Biomedical Sciences](#) webpage for approved list of Upper-division electives.

**Additional Requirements:**

- See [Biomedical Sciences](#) webpage for additional requirements for students who wish to complete the pre-medical, -veterinary, -dental, and -pharmacy program in conjunction with the Biomedical Sciences degree

**Bachelor of Science in Environmental Science**

The bachelor of science degree in Environmental Science provides students with a strong science background with a focus on the environmental issues of the future. Through lecture, lab and field classes, you will get hands-on experience with biology, chemistry, the geosciences, physics and math. In this program, students learn how to draw connections between these disciplines needed to solve the complex environmental problems facing the local community and society at large.

As part of the School of Interdisciplinary Arts and Sciences, this degree allows you to combine diverse approaches to the environment, which incorporate humanities and the social sciences. Through coursework and independent study, you will develop skills needed for scientific research, technical writing and grant preparation.

A culminating capstone experience gives you the opportunity to work with a scientist on your own undergraduate research project or to intern with a community group to gain practical experience. Our program prepares you to work in government, academic, private or non-profit careers or to continue your education in a variety of scientific disciplines.

### **Conservation Biology and Ecology option**

In addition to the standard Environmental Science BS degree, you may complete a Conservation Biology and Ecology option as part of the degree, allowing you to obtain an interdisciplinary Environmental Science BS degree while demonstrating extra proficiency in the discipline of conservation biology and ecology. See TENSCL option degree requirements below for more information.

### **Geoscience option**

In addition to the standard Environmental Science BS degree, you may complete a Geoscience option as part of the degree, allowing you to obtain an interdisciplinary Environmental Science BS degree while demonstrating extra proficiency in the discipline. See TENSCL degree requirements below for more information.

### **Student Learning Outcomes**

*Students who complete this degree will:*

- Be conversant in theoretical concepts of the biological and physical sciences and their application to understanding and studying the environment;
- Develop a basic understanding of the humanities and social sciences, and the interdisciplinary connections between these subjects and the natural sciences, in order to understand and solve environmental issues;
- Develop advanced scientific skills necessary to achieve an understanding of and solutions to environmental problems including physical and biological measurement techniques, statistical data analysis, hypothesis formulation and conceptual modeling, research project design and working collaboratively;
- Exhibit the ability to interpret and communicate information related to environmental issues in written and oral forms appropriate to both scientific and non-technical audiences;
- Demonstrate the ability to apply interdisciplinary training to environmental problems of local, regional, national or global significance;
- Understand the role of individuals and participate in the creation of solutions for environmental problems;
- Participate in engaged inquiry as a means of connecting classroom learning to real-world environmental problem solving and establishing the skills needed for life-long learning.

Our student learning objectives follow the model set forth by [Liberal Education and America's Promise \(LEAP\)](#). LEAP is an initiative that champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes for all students, whatever their chosen field of study.

### **Preparatory Courses**

These can be taken at UW Tacoma or transferred from another school. UW Tacoma courses that fulfill this preparatory course work are listed in parentheses.

- 15 credits of college biology (majors sequence with lab) (TBIOL 120, 130, 140) – 1.5 minimum grade in each
- 15 credits of college chemistry (majors sequence with lab) (TCHEM 142, 152, 162) – 1.7 minimum grade in each
- 5 credits of physical geology with lab (TGEOS 117) – 2.0 minimum grade

- 5 credits of college physics (mechanics with lab) (TPHYS 121) – 2.0 minimum grade
- 10 credits of calculus/advanced statistics (TMATH 124 and either TMATH 125 or TMATH 310) – 2.0 minimum grade
- 5 credits of statistics (TMATH 110) – 2.0 minimum grade

Additionally, students must be **computer literate**, which is defined as the ability to use word processing, spreadsheet, presentation and communication software. Workshops are available for students with deficiencies in any of these areas.

Preparatory courses must have been completed within the last five years. If they were completed earlier, please consult an IAS advisor.

## Graduation Requirements

To be eligible for graduation with a bachelor of science in environmental science, students must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180), and the final-year residency requirement and complete the following program requirements:

- Complete a **minimum** of 45 credits of upper-division course work and a minimum of 45 credits in Interdisciplinary Arts and Sciences.
- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete the B.S. degree preparatory courses and requirements. Minors and certificates are optional. No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade; see advisor for details.
- Complete five credits of English composition with a minimum grade of 2.0.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an academic advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

## Core Requirements:

- Two required courses:
  - TESC 310 (3) (*To be taken in the first quarter of enrollment sophomore or junior year*)
  - TESC 410 (3) (*To be taken in the last quarter of enrollment after or concurrent with capstone experience*)
- Capstone experience: 3-10 credits through internship, research, etc. Planned with faculty advisor; may span more than one quarter. See [Environmental Science](#) website for list of approved capstone experience options.
- 12 credits of Environmental science core courses:
  - TBIOL 340 (6) (*formerly TESC 340*)
  - TCHEM 333 (6) (*formerly TESC 333*)

## Environmental Law/Policy: 5 credits

- Choose one course, see [Environmental Science](#) web page for approved list of Environmental Law/Policy courses.

## Environmental Ethics: 5 credits

- Choose one course, see [Environmental Science](#) web page for approved list of Environmental Ethics courses.

**Social Science/Environmental Focus: 5 credits**

- Choose one course, see [Environmental Science](#) web page for approved list of Social Science/environmental focus courses.

**Humanities/Environmental focus course: 5 credits**

- Choose one course, see [Environmental Science](#) web page for approved list of Humanities courses.

**Environmental Science Major Electives: 29 credits**

- 29 credits minimum of Environmental Science courses.
- Five additional courses to include at least one biological science (B) course and one physical science (P) course. Of these remaining five courses, at least two must be laboratory (L) courses (6 credits) and one must be a field (F) course (7 credits). Two of these five courses must be at the 300-level or above.
- See [Environmental Science web page](#) for approved list of Environmental Science elective courses.

**Conservation Biology and Ecology Option Electives: 29 credits**

- In addition to the standard Environmental Science BS degree, students may complete a Conservation Biology and Ecology option in the degree. These options allow students to obtain an interdisciplinary Environmental Science BS degree while demonstrating extra proficiency in the discipline.
- Five courses to include at least one physical science (P) course, at least two laboratory (L) courses (TBIOL 434 and one more from List D, E, or F) and one field (F) course. Some courses designated as labs on this list are not offered as labs every time; check the Registration Guide for credits.
- In addition, the student's capstone experience (planned with the faculty advisor) must be focused on conservation biology and/or ecology.
- See [Environmental Science web page](#) for approved list of Environmental Science elective courses.
  - TBIOL 434 (B/L) (*formerly TESC 332*)
  - One course from Biodiversity (List D), see [Environmental Science](#) web page for approved list of Biodiversity courses.
  - One course from Ecological Interactions (List E), see [Environmental Science](#) web page for approved list of Biodiversity courses.
  - One course from Methods and Applications (List F), see [Environmental Science](#) web page for approved list of Biodiversity courses.
  - One course from List D, List E or List F, see [Environmental Science](#) web page for approved list of Biodiversity courses.

**Geosciences Option Electives: 29 credits**

- In addition to the standard Environmental Science BS degree, students may complete a Geoscience option in the degree. These options allow students to obtain an interdisciplinary Environmental Science BS degree while demonstrating extra proficiency in the discipline.
- Five courses to include at least one biological science (B) course, at least two laboratory (L) courses (TGEOS 337 and one more from List G or H) and one field (F) course. Some courses designated as labs on this list are not offered as labs every time; check the Registration Guide for credits.
  - TGEOS 337 (L) (*formerly TESC 337*)
  - Three courses from Geoscience, (List G), see [Environmental Science](#) web page for approved list of Biodiversity courses.
  - One additional course from the Geoscience, or Additional Courses for Geoscience list (List G, or List H), see [Environmental Science](#) web page for approved list of Biodiversity courses.

## Bachelor of Arts in Environmental Studies

The bachelor of arts in Environmental Studies offers students an interdisciplinary perspective on environmental problems. While receiving a strong background in environmental science, students will be exposed to a broad range of interdisciplinary course work that examines the legal, economic, social, literary, historical and philosophical perspectives on both local and global sustainability issues. This major will prepare students interested in pursuing diverse and contemporary careers such as environmental law, policy, management, planning and teaching in the public, private, academic and nonprofit sectors. An important component of the Environmental Studies major is a capstone experience that emphasizes service to the community while exposing the student to potential future employers and positions.

Two required “bookend” seminars, taken by entering juniors and graduating seniors, introduce students to scientific research, writing and funding processes. The senior capstone experience allows students to get practical experience in individual or team research or internship positions.

Students with a BA degree can go on to pursue careers in education, policy and other fields that mesh natural and social sciences and humanities.

### Student Learning Outcomes

Students who complete this degree will:

- Demonstrate a basic scientific literacy tied to core content in scientific disciplines vital to understanding environmental issues.
- Exhibit advanced capabilities for interpreting and communicating information related to environmental issues in written and oral forms appropriate to both scientific and non-technical audiences.
- Cultivate skills critical to interpreting scientific concepts for public understanding, including familiarity with the scientific method, information literacy, statistical data analysis, hypothesis formulation and conceptual modeling, research project design and working collaboratively.
- Be conversant in the theoretical and applied concepts in the humanities and social sciences, and the interdisciplinary connections between these subjects and the natural sciences, in order to understand and solve environmental issues.
- Recognize the interconnectedness and interdependence of political, economic and social complexities inherent in environmental problem solving, and demonstrate the ability to apply this interdisciplinary training to environmental problems of local, regional, national or global significance.
- Understand the role of individuals and participate in the creation of solutions for environmental problems.
- Participate in engaged inquiry as a means of connecting classroom learning to real-world environmental problem solving and establishing the skills needed for life-long learning.

Our student learning objectives follow the model set forth by [Liberal Education and America's Promise \(LEAP\)](#). LEAP is an initiative that champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes for all students, whatever their chosen field of study.

### Preparatory courses

PREPARATORY COURSE	CREDITS	MINIMUM GRADE	UW TACOMA COURSES
Ecology-focused biology w/lab	6	1.5	TBIOL 110 or TBIOL 120

PREPARATORY COURSE	CREDITS	MINIMUM GRADE	UW TACOMA COURSES
Chemistry w/lab	6	1.7	TCHEM 131 or TCHEM 142
Geosciences w/lab	6	2.0	TGEOS 117 or TGEOS 241
Pre-calculus	5	2.0	TMATH 120 or TMATH 121
Statistics	5	2.0	TMATH 110

## Graduation Requirements

- Environmental Science Preparatory Courses: 28 credits minimum
- Environmental Science Core: 16 credits minimum
- Environmental Writing Core: 5 credits (200 level or above)
- Capstone Experience: 3 credits minimum
- Environmental Science Electives: 16 credits minimum
- Environmental Foundations: 5 credits
- Communication of Science and Environmental Issues: 5 credits
- Environmental Policy, Politics and Law: 5 credits
- Economics and Economic Policy: 5 credits
- Urbanization and Social Issues: 10 credits

### Environmental Science Core:

All Four courses required.

- TESC 310 (3) to be taken in the first Autumn of enrollment in the junior year
- One Conservation Biology course:
  - TBIOL 232 (*formerly TESC 232*) OR
  - TBIOL 434 (*formerly TESC 332*)
- TESC 345 (5/6)
- TESC 410 (3) to be taken in the last Spring of enrollment after or concurrent with capstone experience

### Environmental Writing Core:

Choose One 200- level or above writing course from the following list:

- TWRT 211 (5)
- TWRT 291 (5)
- TWRT 331 (5)
- TWRT 431 (5)

### Capstone Experience: minimum 3 credits

- Must select at least a 3-credit option; see [Environmental Studies](#) webpage for approved list.

### Environmental Science Electives: 16 credits minimum

- 16 credits minimum required of courses (200-level and above), at least one of which must be a laboratory course (6 credits) or a field course (7 or more credits). Some courses are not offered as labs every time (5/6 credit courses); check the Registration Guide for credits. Other 200-level or above TESC/TBIOL/TCHEM/TGEOS courses that are not being used for any major course requirements **may** be applicable here, but are not included in this list because they require

additional lower-division prerequisite courses. Please consult with an advisor for further information.

- See [Environmental Studies](#) webpage for approved list.

#### **Communication of Science and Environmental Issues:**

- Choose one course from the Communication of Science and Environmental Issues list; see [Environmental Studies](#) webpage for approved list.

#### **Environmental Policy, Politics and Law**

- Choose one course from the Environmental Policy, Politics and Law list; see [Environmental Studies](#) webpage for approved list.

#### **Economics and Economic Policy**

- Choose one course from the Economics and Economic Policy list, See [Environmental Studies](#) web page for approved list.

#### **Urbanization and Social Issues: minimum 10 credits**

- Choose at least 10 credits from the Urbanization and Social Issues list see [Environmental Studies](#) web page for approved list.

### **Bachelor of Arts in Environmental Sustainability**

The bachelor of arts degree in Environmental Sustainability prepares students to understand, analyze, and solve environmental and sustainability challenges. Interdisciplinary foundations in environmental sciences, including natural and social sciences, combine with training in communications, writing, law, critical perspectives, and emerging sustainability science. Students also choose one of four options for in-depth study: Environmental Policy and Law; Environmental Communication; Business/Nonprofit Environmental Sustainability; or Pre-Environmental Education. A capstone course or certificate links students to real-world projects, internships, and/or research. An organizing theme throughout the major is coupled human and natural systems.

#### **Student Learning Outcomes**

*Students who complete this degree will:*

- Demonstrate scientific literacy tied to core content in scientific disciplines vital to understanding human-environmental interactions and sustainability.
- Exhibit advanced capabilities for interpreting and communicating information related to environmental issues and sustainability, in written and oral forms, to both scientific and non-technical audiences.
- Demonstrate in-depth mastery of a focal area within environmental sustainability.
- Cultivate skills critical to interpreting scientific concepts for public understanding, including familiarity with the scientific method, information literacy, data analysis, conceptual modeling, and working collaboratively.
- Be conversant in the theoretical and applied concepts in environmental natural sciences, social sciences, and other ways of knowing, and the interdisciplinary connections among them, relating to environmental issues.
- Apply interdisciplinary knowledge and skills to environmental and sustainability challenges of local, regional, national or global significance.
- Participate in engaged inquiry as a means of connecting classroom learning to real-world environmental problem solving and establishing the skills needed for life-long learning.



## Preparatory Courses

Preparatory courses must have been completed within the last 5 years. If they were completed before that time frame or for specific transfer courses that are accepted, please consult an academic advisor.

Additionally, students must be computer literate, which is defined as the ability to use word processing, spreadsheet, presentation and communication software.

## List of Courses

- TBIOL 110 (with lab); minimum 1.5 GPA (*formerly TESC 110*)
- TCHEM 131 (with lab); minimum 1.7 GPA (*formerly TESC 131*)
- TECON 200; minimum 2.0 GPA
- TGEOS 243 (with lab); minimum 2.0 GPA (*formerly TESC 243*)
- TMATH 110; minimum 2.0 GPA
- TPHIL 251; minimum 2.0 GPA
- TPSYCH 256, as of Winter 2019 to replace TPSYCH 340; minimum 2.0 GPA (Note: Prerequisite of TPSYCH 101)
- TWRT 211; minimum 2.0 GPA *or* TWRT 291; minimum 2.0 GPA

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

Note: Environmental Sustainability majors may not earn the Environmental Studies minor or Restoration Ecology minor. Environmental Sustainability majors may earn the Restoration Ecology certificate.

For Environmental Sustainability, you need to complete 40 preparatory credits and 58-60 credits to meet the degree requirements. You must earn a total of 180 quarter credits, or 225 quarter credits for a double degree, in order to earn a bachelor of arts degree in your chosen major.

## Degree Requirements: 35 credits

- Core Courses (35 credits):
  - TBIOL 232 (*formerly TESC 232*)
  - TESC 201
  - TESC 345

- TEST 200
  - TLAW 438
  - TWRT 331
- One of the following:
  - TEGL 304
  - TPHIL 456
  - TRELIG 350
- Capstone experience: must select at least a 3-credit option from the list on the [Environmental Sustainability](#) webpage.

#### **Options for in-depth Focus:**

- Take 4 or more courses in one selected option. See [Environmental Sustainability](#) webpage for approved option lists.
  - Business/Nonprofit Environmental Sustainability
  - Environmental Communication
  - Environmental Education
  - Environmental Policy and Law
  - Global Honors (Proposed Effective Date Winter 2021)

### **Bachelor of Science in Mathematics**

The bachelor of science degree in Mathematics provides students with a strong theoretical foundation and practical applications to help graduates secure STEM-related jobs in the South Sound region. The program is structured so that you will see the three branches of mathematics: algebra, analysis, and geometry, and study one of these topics in depth. A two-quarter sequence of study in one of these branches is required, fostering a depth and maturity of mathematical thought in a modern context. The flexibility of this degree allows you to follow multiple pathways into the major and upper division courses while supporting your personal career goals.

**Note: Mathematics major students cannot minor in Mathematics.**

#### **Student Learning Outcomes**

By graduating with a B.S. in Mathematics, you will be able to understand, communicate, and apply mathematics. In particular, you will be able to:

- Comprehend, discover, and communicate common principles from algebra, geometry, and analysis,
- Use probability or statistics correctly and effectively,
- Recognize, understand and also make your own mathematically rigorous arguments,
- Interpret and present results to a technical audience, both in writing and verbally,
- Describe how mathematical or quantitatively-based arguments affect society,
- Modify problems to make them tractable,
- Use technology to aid in solving problems,
- Apply quantitative theory, modeling, or mathematical principles to other disciplines to solve problems.

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

For Mathematics, you need to complete 79 credits to meet the degree requirements. You must earn a total of 180 quarter credits, or 225 quarter credits for a double degree, to earn a bachelor degree in your chosen major.

### Core Courses: 47 credits

- TMATH 124
- TMATH 125
- TMATH 126
- TMATH 300
- TMATH 307
- TMATH 308
- TMATH 324
- TMATH 350
- TMATH 402
- TMATH 424 (formerly TMATH 327)

### Extended Core: 5 credits

- The extended core requires one of the two classes listed below. Notice that students must complete at least one two-quarter sequence but only one sequence is offered every year. Algebra is offered winter and spring of even years and Analysis is offered winter and spring of odd years.
- TMATH 403
- TMATH 425 (formerly TMATH 328)

### Breadth of Knowledge Electives: 25 credits

A total of 25 credits must be taken and each area requires a minimum of three credits and at least one class. No more than 5 credits can be satisfied by a course numbered below 300. Note that a class may satisfy two elective areas that will afford students the promised flexibility to tailor their studies toward their desired career goals.

### Computing

- Required: a minimum of three credits and at least one course. See [Mathematics](#) webpage for approved list of Computing courses.

**Math in Culture**

- Required: a minimum of three credits and at least one course. See [Mathematics](#) web page for approved list of Math in Culture courses.

**Modeling**

- Required: a minimum of three credits and at least one course. See [Mathematics](#) web page for approved list of Modeling courses.

**Probability/Statistics**

- Required: a minimum of three credits and at least one course. See [Mathematics](#) web page for approved list of Probability/Statistics courses.

**Topology/Geometry**

- Required: a minimum of three credits and at least one course. See [Mathematics](#) web page for approved list of Topology/Geometry courses.

**Additional courses that count as general electives**

- See [Mathematics](#) web page for approved list of additional courses that count as general electives.

**Capstone Experience:**

The Mathematics Capstone class [TMATH 450](#) must be completed and is designed to hone students' technical communication skills. Students must complete a research experience such as an independent reading, undergraduate research experience, special topics course, internship, or senior thesis before enrolling so that they can draw upon the experience and results when creating their paper and presentation.

**Additional Requirements:**

All B.S. students must complete the following requirements **prior to graduation** from UW Tacoma:

- 10 credits of foreign language - two quarters in college or two years in high school of a single language
- 20 credits of VLPA - Visual, Literary and Performing Arts (humanities)
- 20 credits of I&S - Individual and Societies (social science courses)

It is common for transfer students to have already met some or all of these requirements. Whatever a student is missing will become part of his or her study plan while at UW Tacoma.

**TMATH Portfolio Requirements:**

Portfolios are submitted as part of course requirements for [TMATH 450](#).

**Division of Social & Historical Studies (SHS)**

Social and Historical Studies encompasses social science and humanities courses in the History and Ethnic, Gender and Labor Studies majors of IAS. Investigation into diverse experiences and conditions over time and place provide a common framework, with particular attention paid to race, class, ethnicity and gender, and to how people shape their destinies.

The Division of Social & Historical Studies offers the following programs of study:

## **Majors**

- Bachelor of Arts in Ethnic, Gender and Labor Studies (TEGL) with *informal* options in:
  - with an Ethnic Studies
  - with a Gender Studies
  - with a Labor Studies
- Bachelor of Arts in History (T HIST) with *formal*\* and *informal*\*\* options in:
  - Asian History\* (T HIST-30-11)
  - European History Option\* (T HIST-20-11)
  - Global History\* (T HIST-40-11)
  - Self-Designed (General) History\*\*
  - United States History\* (T HIST-10-11)

## **Concentration**

- Global Studies Concentration

## Minors

- American Indian Studies (TAMIND)
- Gender and Sexuality Studies (T GEND)
- Museum Studies (TMUSEM)
- Nonprofit Studies (TNPM)
- Public History (TPHIST)
- Sociology (T SOC)

## Bachelor of Arts in Ethnic, Gender and Labor Studies

This major focuses on class, ethnicity, and gender to explore how communities form and are transformed. Students also explore categories such as nationality, religion, and citizenship. These areas are explored in the context of important questions such as: What are the sources of wealth and poverty, of racial and ethnic conflict, of gender differences? Students also explore historical roots of various communities and analyze movements for social change and group empowerment.

Students of this major pursue careers in a range of public and private service organizations, the corporate world, unions, and community organizations. This major prepares students for graduate study in law, education, public administration and urban policy, history, sociology, political science and anthropology.

### Student Learning Outcomes

- Learn to assess socially meaningful identities in a variety of cultural and critical contexts, and to communicate across social boundaries in a multi-cultural world.
- Learn how to integrate and link ethnic, gender and labor studies.
- Develop comparative research and critical thinking skills for understanding the range of lived experiences in local and global communities and to understand how power operates in society.
- Develop research and writing skills in an integrative learning approach including a range of humanities and social science perspectives.
- Understand various analytical and/or rhetorical frameworks related to various areas of study within ethnic, gender and labor studies and relevant to the world of work, civic engagement and community development.

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.

- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

Requires 60 credits. Courses cannot be double-counted to fulfill multiple requirements within the major.

Overall, 45 upper-division credits and 45 credits of IAS courses are required to graduate.

### **Core Courses List A (25 credits):**

- 10 credits; both courses:
  - TEGL 101
  - TWOMN 101
- Choose One of (5 credits):
  - TEGL 266
  - THIST 322
  - TPOLS 270
- Choose One of (5 credits):
  - TEGL 112
  - TEGL 202
  - THIST 220
  - THIST 221
  - THIST 222
  - THIST 320
  - TLAX 238 (*formerly THISP 238*)
  - TLIT 320
  - TSOC 265
  - TSOC 270
- Choose One of (5 credits):
  - TEGL 210
  - TEGL 401
  - THIST 437
  - TSOC 439
  - TSOC 460
  - TSOC 470

### **Options**

In addition to the above requirements, students choose one of three separate options:

#### **Labor Studies Option: (List B)**

The Labor Studies option offers courses on the experience of work and workers in modern market economies. Courses focus on the political, economic, and social developments that shape working life, along with workers' impact on society. Topics include unions and the labor movement, social class and inequality, the changing nature of work, international political economy, and workplace culture. Labor Studies takes an interdisciplinary approach to understanding these issues, and emphasizes the connections between race, class, and gender in an economic context.

To fulfill this option, you must take three courses from the list below, as well as two additional courses from the Gender Studies option (List C) and two additional courses from Ethnic Studies option (List D).

- See the [Ethnic, Gender and Labor Studies](#) web page for approved Labor Studies list.

### **Gender Studies Option: (List C)**

The Gender Studies option offers courses that focus on gender roles and gender identity from a variety of theoretical approaches. These courses not only investigate the concepts of gender and sexuality, but also explore the ways in which these concepts intersect with such diverse phenomena as society, politics, literature, globalization, music, economics, art, poverty, communication, race, film, work and popular culture. Gender Studies includes Women's Studies, Men's Studies and Gay, Lesbian, Transgender Studies, and emphasizes interdisciplinary scholarship.

To fulfill this option, you must take three courses from the list below, as well as two additional courses from the Labor Studies option (List B) and two additional courses from the Ethnic Studies option (List D).

- See the [Ethnic, Gender and Labor Studies](#) web page for approved Gender Studies list.

### **Ethnic Studies Option: (List D)**

The Ethnic Studies option allows students the opportunity to study race and ethnicity through an interdisciplinary lens. Students interested in this option take courses using an ethnic specific approach (i.e. African American, Chicano/Latino, Asian American, Native American) as well as courses using a comparative approach to examining the contributions of people from diverse racial and ethnic groups to various areas of study including economics, gender studies, history, literature, politics, and sociology within global and local contexts.

To fulfill this option, you must take three courses from the list below, as well as two additional courses from the Labor Studies option (List B) and two additional courses from the Gender Studies option (List C).

- See the [Ethnic, Gender and Labor Studies](#) web page for approved Ethnic Studies list.

## **Bachelor of Arts in History**

The History major provides a foundation in American and world history along with options in U.S. History, European History, Asian History, and Global History or in a Self-Designed History option. Students will learn how to gather information from primary and secondary sources, cull and analyze that information and identify its most significant aspects, reach conclusions based on that analysis, and produce well-written narratives and oral presentations relating the contents and results of their work. History teaches basic comprehension of chronology and cause and effect reasoning, and is thus a discipline that students need to succeed in all fields of research.

As Pierce County and the entire South Sound region continue to grow, individuals with training in History will find increasing opportunities in the fields of education, records management, museum curation, government service, heritage tourism, journalism, and other professions. History also provides an excellent foundation for graduate study in law, education and many other areas.

### **Student Learning Outcomes**

As a student in the History major, you will learn:

- oral and written communication
- diverse areas of history and the relevant historical facts and context
- historiographic and interpretive differences, especially regarding causation
- use of primary and secondary source evidence



- how to work independently and in groups

### History Degree Requirements (Effective Autumn 2019)

The Bachelor of Arts in History requires 60 credits. These will include the required Core Courses (30 credits). The choice of remaining elective History coursework (30 credits) is entirely at the student's discretion. This coursework varies, however, depending on whether you have chosen to declare the general History major or one of the History thematic options. If you do the general History major, the remaining 30 credits of coursework must have a THIST prefix, and 25 of those credits must be upper division. If you choose one of the thematic options, you must choose 30 elective credits from the approved course lists.

Required 30 credits (each course 5 credits unless otherwise noted)

- THIST 150
- THIST 151
- THIST 200
- THIST 201

To be taken after consultation with an advisor:

- THIST 380 (taken in junior year - **recommended prerequisite: THIST 101**)
- THIST 498 (**taken in your last 1-2 quarters** - including [senior paper and THIST portfolio](#)
  - Prerequisite: THIST 380 with a minimum 2.0 grade) **2.0 Grade Minimum Required.**

List A - Arts, Culture and Society History Option - [Please See Website](#)

List B - Global History Option - [Please See Website](#)

List C - Labor and Social Movements Option - [Please See Website](#)

List D - Power, Gender, and Identity Option - [Please See Website](#)

### Global Studies Concentration

The History major provides a foundation in American and world history along with options in U.S. History, European History, Asian History, and Global History or in a Self-Designed History option. Students will learn how to gather information from primary and secondary sources, cull and analyze that information and identify its most significant aspects, reach conclusions based on that analysis, and produce well-written narratives and oral presentations relating the contents and results of their work. History teaches basic comprehension of chronology and cause and effect reasoning, and is thus a discipline that students need to succeed in all fields of research.

As Pierce County and the entire South Sound region continue to grow, individuals with training in History will find increasing opportunities in the fields of education, records management, museum curation, government service, heritage tourism, journalism, and other professions. History also provides an excellent foundation for graduate study in law, education and many other areas.

## Student Learning Outcomes

As a student in the History major, you will learn:

- Oral and written communication
- Diverse areas of history and the relevant historical facts and context
- Historiographic and interpretive differences, especially regarding causation
- Use of primary and secondary source evidence
- How to work independently and in groups

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

For Global Studies, you need to complete a minimum of 50 credits, depending on foreign language competency. Overall, 30 credits of upper-division credits in the concentration and 45 credits of IAS courses are required to meet the degree requirements. Additionally, at least 5 credits must be from two interdisciplinary areas: Visual, Literary and Performing Arts (VLPA) and Individuals and Society (I&S). You must earn a total of 180 quarter credits, or 225 quarter credits for a double degree, to earn a bachelor of arts degree in your chosen major.

## International or Global Interactions Required Core: 5 credits

- TGH 301\*
- THIST 150
- THIST 151

*\* denotes the course is open to Global Honors students only*

**International Focus: 40 Credits, 30 credits to be upper division at 300-400 level**

- TANTH 354
- TARTS 210
- TARTS 281
- TARTS 282
- TARTS 283
- TARTS 284
- TARTS 406
- TARTS 480
- TCHIN 101
- TCHIN 102
- TCHIN 103
- TCHIN 201
- TCHIN 202
- TCHIN 203
- TCOM 230
- TCOM 388
- TCOM 430
- TCOM 461
- TECON 210
- TECON 325 (*formerly TECON 425*)
- TECON 328
- TECON 332
- TECON 350
- TECON 360
- TECON 362 (*formerly TECON 460*)
- TECON 394
- TECON 417
- TECON 440
- TECON 441 (*formerly TECON 340*)
- TECON 461
- TEGL 201
- TFILM 377 (*formerly THISP 377*)
- TFILM 386
- TFILM 387
- TFILM 388
- TFILM 420
- TFILM 474
- TFILM 481
- TFILM 484
- TFILM 486
- TGEOG 352
- TGEOG 349
- TGEOG 435
- THIST 111
- THIST 112
- THIST 150
- THIST 151
- THIST 203
- THIST 260
- THIST 270
- THIST 271
- THIST 280

- THIST 320
- THIST 350
- THIST 356
- THIST 363
- THIST 364
- THIST 365
- THIST 372
- THIST 375
- THIST 385
- THIST 451
- THIST 452
- THIST 457
- THIST 462
- THIST 463
- THIST 464
- THIST 465
- THIST 466
- THIST 467
- THIST 474
- THIST 475
- THIST 477
- THIST 478
- THIST 479
- THIST 480
- THIST 484
- THIST 486
- THIST 487
- THIST 488
- TIAS 109
- TIAS 209
- TIAS 309
- TIAS 330
- TIAS 480
- TIAS 493 (*formerly THISP 490*)
- TLAW 215 (*formerly TPOLS 328*)
- TLAW 422 (*formerly TPOLS 422*)
- TLAW 424 (*formerly TPOLS 368*)
- TLAX 267 (*formerly THISP 267*)
- TLAX 277 (*formerly THISP 277*)
- TLAX 355 (*formerly THISP 355*)
- TLAX 376 (*formerly THISP 376*)
- TLAX 400 (*formerly THISP 400*)
- TLAX 410 (*formerly THISP 410*)
- TLAX 441 (*formerly THISP 441*)
- TLAX 461 (*formerly THISP 461*)
- TLAX 462 (*formerly THISP 462*)
- TLAX 463 (*formerly THISP 463*)
- TLAX 465 (*formerly THISP 465*)
- TLAX 476 (*formerly THISP 476*)
- TLIT 251
- TLIT 252
- TLIT 253
- TLIT 332

- TLIT 351 (*formerly TLIT 453*)
- TLIT 352 (*formerly TLIT 455*)
- TLIT 371
- TLIT 380
- TLIT 480
- TLIT 481
- TLIT 485
- TLIT 487
- TPHIL 355
- TPHIL 357
- TPHIL 358
- TPHIL 359
- TPHIL 360
- TPHIL 451
- TPHIL 466
- TPOLS 123
- TPOLS 203
- TPOLS 224
- TPOLS 310
- TPOLS 311
- TPOLS 312
- TPOLS 314
- TPOLS 319 (*formerly TPOLS 420*)
- TPOLS 326
- TPOLS 329 (*formerly TPOLS 229*)
- TPOLS 330
- TPOLS 340
- TPOLS 341 (*formerly TPOLS 431*)
- TPOLS 342 Third World Countries
- TPOLS 350
- TPOLS 410
- TPOLS 411
- TPOLS 421
- TPOLS 428
- TPOLS 435
- TPOLS 440
- TPOLS 448
- TPOLS 450
- TPOLS 451
- TPOLS 460
- TRELIG 305 (*formerly TRELIG 235*)
- TRELIG 320
- TRELIG 321
- TRELIG 333
- TRELIG 345
- TRELIG 365
- TRELIG 366
- TRELIG 367
- TRELIG 461
- TRELIG 463
- TRELIG 465
- TRELIG 467
- TSOC 456

- TSPAN 103
- TSPAN 110
- TSPAN 121
- TSPAN 122
- TSPAN 123
- TSPAN 134
- TSPAN 199
- TSPAN 201
- TSPAN 202
- TSPAN 203
- TSPAN 210
- TSPAN 299
- TSPAN 301
- TSPAN 302
- TSPAN 303
- TSPAN 351
- TSPAN 393
- TURB 330
- TURB 340
- TURB 430
- TWOMN 420
- TWOMN 434

#### **Foreign Language (to demonstrate competency): 0-10 Credits**

- Option One: 10 credits of upper-division world language (300- 400 level)
- Option Two: Two years of college-level lower-division world language in a Western-European language (100- or 200-level)
- Option Three: One year of college level Asian, Slavic or non-Western language
- Option Four: Non-native English speakers are exempt from this requirement; a student is considered a “native speaker” of a world language if that language was the language (or one of the languages) spoken at home during the first 6 years of childhood AND if it was the language in which the student received instruction in elementary school through the seventh grade. Students not meeting this standard have the option to demonstrate competency through testing if desired.

#### **Natural World (Environmental Science): 5 credits**

- One [TESC](#) course or an Environmental Science transfer course. Please see an advisor for applicable courses.

### **Division of Social, Behavioral & Human Sciences (SBHS)**

Our majors include Psychology and Interdisciplinary Arts and Sciences with an individually-designed option.

Our curriculum in Psychology is designed to prepare students for careers in human services, community service, human resources and for graduate school for students who plan to work as professional psychologists.

We value interdisciplinarity, being able to combine and use skills and knowledge across disciplines.

## **Majors**

SBHS offers the following Bachelor of Arts degrees:

- Interdisciplinary Arts and Sciences (TIAS)
- Psychology (TPSYCH)

## **Concentrations**

- Individually-designed Concentration

## **Minors**

SBHS offers minors in the following area(s):

- Education and Community Engagement (T ECE)
- Social Science Research Methods (T SSRM)
- Teaching Learning and Justice (T TLJ)

## **Bachelor of Arts in Interdisciplinary Arts and Sciences**

The major in Interdisciplinary Arts and Sciences is a degree that provides broad exposure to key areas of knowledge within the arts and sciences, while stressing their interconnectedness. Based on core courses covering history, environmental science, literature/arts, social science and an introduction to Interdisciplinary Arts and Sciences, this major allows students to maximize the potential of interdisciplinary studies, gaining the skills they need to function successfully in a rapidly changing society and world. Interdisciplinary Arts and Sciences students pursue careers in a number of areas, including but not limited to education, business, government, the non-profit sector, and other professions. Many students planning to earn a post-baccalaureate certificate in elementary education choose this major because it allows them to gain a broad base of knowledge useful for their future classroom curricula. Students may pursue graduate studies in a range of disciplines.

### **Student Learning Outcomes**

As a graduate in the Interdisciplinary Arts and Sciences major, you will possess a broad-based and liberal arts education. You will be expected to:

- Understand the interdisciplinary nature of local, regional, national and global issues.
- Develop skills in written, oral and visual communication and interpretation vital to success in any field of knowledge or profession.
- Improve critical thinking skills that lead to the development of informed and involved citizenry.
- Improve the understanding of the methodologies used by the humanities, social sciences and the natural sciences, and of the ways these methodologies complement each other in the examination of complex ideas.

## **Graduation Requirements**

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

In addition to completing the university graduation requirements, the major in Interdisciplinary Arts and Sciences requires 67 completed credits in total from the following lists.

### **Foundational/Core Courses: 22 credits**

- 5 credits from One of the following four courses (List A):
  - THIST 150
  - THIST 151
  - THIST 200
  - THIST 201
- 5 credits from One of the following courses (List B):
  - TESC 102
  - TESC 201
- 5 credits from One of the following courses (List C):
  - TARTS 200
  - TFILM 201 (*formerly TFILM 272*)
  - TLIT 101 (*formerly TLIT 200*)
- 5 credits from One of the following courses (List D):
  - TECON 101
  - TPSYCH 101
  - TPOLS 202

### **Required: 2 credit course**

- TIAS 305

### **Elective Courses: 45 credits**

- At least 35 credits *must* be upper division, 20 credits of which must be 400 level.
  - 15 credits (from Lists E/F) - at least 5 credits from each category:
    - Scientific Thinking/Humans (List E)
    - Their Environment (List F)
  - 15 credits (from Lists G/H) - at least 5 credits from each category:
    - History or The Human Past/Society and Culture (List G)
    - The Human Present (List H)
  - 15 credits from (Lists I/J) - at least 5 credits from each category:
    - Literature (List I)
    - Visual and Performing Arts (List J)



## Bachelor of Arts in Psychology

Psychology is the scientific study of the psychological, biological, and contextual determinants of human behavior. The Psychology major at UW Tacoma is shaped by the concept that psychology is a liberal art as well as a rigorous social science. As a program we value the philosophical, historical and cultural traditions that inform psychology, including feminism, existentialism, hermeneutics, psychoanalysis, and critical theory. We are also firmly committed to interdisciplinary, meaning that students should be able to synthesize material across disciplines. The curriculum is designed for students who plan to work as professional psychologists and thus need a sound preparation for graduate study; for students who plan a career in any field dealing primarily with people, such as nursing, teaching, social work, guidance, and human resources; or for those who desire a well-rounded education and thus need a basic knowledge and understanding of human experience and behavior.

### Student Learning Outcomes

Upon completion of your degree, students in the Psychology major should:

- Be familiar with the major theoretical approaches and historical trends in psychology.
- Understand the core concepts and methodologies of psychology, including what scientific psychology is, the contributions and limitations of different methods of empirical research and be able to apply research methods, including design, data analysis and interpretation.
- Be able to read and interpret psychological research verbally and in writing.
- Understand that human behavior may have some common determinants and great diversity including individual differences and variations based on differences such as culture, ethnicity, social class, gender and sexual orientation. Maintain awareness and sensitivity to diverse populations.
- Be able to synthesize theories and methodologies across disciplines in the humanities and social sciences.
- Understand the application of psychological principles to the understanding of social issues.

### Admission Requirements

#### Prerequisites

The following lower-division prerequisites (100- or 200-level) are necessary before declaring the Psychology major. A minimum grade of 2.0 is required for each prerequisite course.

- One general or introduction to psychology course ([TPSYCH 101](#) or equivalent)
- Two psychology foundation courses from more than one of the following areas:
  - Developmental psychology (Lifespan or child development; [TPSYCH 220](#), [TPSYCH 222](#), [TPSYCH 319](#) or equivalent)
  - Abnormal psychology ([TPSYCH 210](#), [TPSYCH 212](#) or equivalent)
  - Social psychology ([TPSYCH 240](#) or equivalent)
  - Human cognition ([TPSYCH 250](#) or equivalent)
  - Biological Bases of Behavior ([TPSYCH 260](#), [TPSYCH 265](#) or equivalent)
- One introductory statistics course ([TMATH 110](#), [THLTH 305](#), [TSOCWF 351](#), [TURB 225](#) or equivalent)
- One introductory methods course ([TPSYCH 209](#) or equivalent)

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

Requires 50 credits total, excluding prerequisites. Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

### Research Methods: 5 credits

- TPSYCH 309

### Core Courses: 15 credits, in at least two different areas

- Clinical Core Courses
  - TPSYCH 310
  - TPSYCH 311
  - TPSYCH 312
  - TPSYCH 313
  - TPSYCH 314
- Developmental Core Courses
  - TPSYCH 320
  - TPSYCH 321
  - TPSYCH 322
  - TPSYCH 328
- Cognitive/Experimental Core Courses
  - TPSYCH 350
  - TPSYCH 351
  - TPSYCH 352
- Social/Applied Core Courses
  - TPSYCH 340
  - TPSYCH 341
  - TPSYCH 345
  - TPSYCH 346
  - TPSYCH 360
  - TPSYCH 361
  - TPSYCH 362

- General Psychology Core Courses
  - TPSYCH 300
  - TPSYCH 301
  - TPSYCH 306

### **10 credits of Advanced Topics Courses**

Please see the [Psychology Major](#) website for approved list.

### **Additional Advanced Credits: 5 credits**

- Complete (5) additional credits of upper-division coursework from any 300-level or 400-level TPSYCH course, OR one of the following independent studies courses:
  - TPSYCH 496
  - TPSYCH 498
  - TPSYCH 499

### **Upper-Division Coursework: 15 credits, other than the subject of Psychology**

- 15 credits of (300 and 400 level) outside of the subject of Psychology, see the [SIAS](#) website for course listings:
  - 5 credits - Visual, Literary and Performing Arts (VLPA)
  - 5 credits - Individuals and Society (I&S), TPSYCH courses not allowed
  - 5 additional credits from VLPA OR I&S OR NW

### **Individually-Designed Concentration**

This concentration is an individually-designed option for students who wish to create a program of study by combining selected courses from a range of possibilities within IAS and, potentially, from other undergraduate programs at UW Tacoma. Students are required to identify a central organizing theme for their concentration and design it under the guidance and supervision of an IAS faculty member, IAS advisor and the concentration coordinator. A five-credit thesis is required at the end of the senior year.

### **To propose an individually-designed concentration, students must do the following:**

- Consult with the concentration coordinator to ensure you understand the requirements of the individually designed concentration. Continue working with the coordinator throughout the proposal process.
- Identify the unifying interdisciplinary theme of your concentration. Consider what faculty would be appropriate as mentors and consult with them as needed during development phase.
- Identify the courses taken or planned. The list should comprise of 55-credits, plus the 5-credit thesis. Meet with your IAS staff advisor for assistance. This is essential for transfer students.
- Draft a 2-3 page proposal that includes:
  1. a brief descriptive title
  2. the rationale for the proposed concentration
  3. a general description of the concentration
  4. a rationale and discussion of the interrelationships among the courses chosen
  5. a complete course list (must include 55-credits plus the senior thesis)
- Secure the support of at least one IAS faculty member to be your sponsor for the concentration. The faculty sponsor attests to the intellectual soundness of the proposal and agrees to provide whatever guidance s/he and the student may jointly decide is needed. The faculty sponsor may also suggest changes in the previously approved written proposal or list of courses.
- Choose one IAS academic advisor to work with you to help keep track of your progress toward graduation.

- Add the [Agreement and Declaration](#) page to the proposal and have it signed by the faculty sponsor and academic advisor.
- Once your proposal has been approved, continue working with the concentration coordinator, your faculty sponsor and your academic advisor to ensure your concentration is completed appropriately. Submit the proposal for approval to the concentration coordinator by the end of the junior year.

## Graduation Requirements

To be eligible for graduation with the bachelor of arts degree, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor for details.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Meet with an advisor to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

### Individually-Designed Core: 55 credits

- See the [SIAS](#) website for more information.

### Required Course: 5 credits

- TIAS 497

**Total:** 60 credits

### Required Distribution for Graduation: 20 credits, overall must be taken from each required Areas of Knowledge

- At least 20 credits overall must be taken from each of the required Areas of Knowledge below.
- These courses count toward the core and/or elective credit totals. To include one course in Environmental Science Transfer or [TESC](#) prefix.
  - Visual Literary and Performing Arts (V)
  - Individuals and Society (I & S)
  - Natural World (NW)

## Minors and Certificates

### Requirements for Completing a Minor

- Students must officially declare a minor using the Declare a Major or Minor form available from the Office of the Registrar or on the UW Tacoma website and submitting it to their academic advisor.
- Minors do not have prerequisites and do not require any additional application materials.
- To successfully complete a minor, students must achieve a **minimum 2.0 cumulative grade point average (GPA) for all courses involved in the minor**. The student's DARS report (available through MyUW) for the minor keeps track of this GPA.

### Declaring a Minor

- Students must have completed at least 45 credits.
- Students must already be in a major or have declared a major, before you may declare a minor.
- For more information about any of these minors or certificates, talk to your advisor. If you are already in a major, you may go to the Office of the Registrar to declare a minor.

### SIAS Policy on SIAS Minors

Students wishing to receive a minor offered by the School of Interdisciplinary Arts and Sciences at UW Tacoma must complete a minimum of 10 credits in the minor on the Tacoma campus. Note: Some minors require more than 10 credits be completed on the Tacoma campus.

**The School of Interdisciplinary Arts and Sciences offers the following minors and certificates of study:**

- American Indian Studies
- American Popular Culture Studies
- Asian Studies
- Economics
- Education and Community Engagement
- Environmental Studies
- Gender and Sexuality Studies
- Geographic Information Systems (GIS) (Certificate)
- Human Rights
- Law and Policy
- Mathematics
- Museum Studies
- Nonprofit Studies (Minor/Certificate)
- Politics
- Public History
- Religious Studies
- Restoration Ecology (Minor/Certificate)
- Social Science Research Methods
- Sociology
- Spanish Language and Cultures
- Sustainability
- Teaching Learning and Justice
- Technical Communication

## **American Indian Studies Minor**

Grounded by a strong commitment to histories, representations, and political struggles of indigenous peoples, the intellectual focus of the American Indian Studies minor will use interdisciplinary methods of critical inquiry as a means through which students engage research and scholarship in their field of studies.

Students in the American Indian Studies minor will develop an increased awareness of their own culture and the cultures of Indigenous peoples, will learn to identify and articulate critical questions and approaches that respect and utilize Indigenous paradigms and the common theoretical assumptions of Indigenous cultures and will develop facility in communicating with and between Indigenous and non-Indigenous populations and groups in the execution of their academic and professional duties.

It is the hope of the American Indian Studies faculty that the minor will promote an appreciation of Indigenous pluralistic societies and sovereign rights. Students pursuing the minor are expected to participate in the intellectual life of Indigenous peoples, which will host speaker series, conferences and symposia, and cultural workshops.

### **Student Learning Objectives**

With the American Indian Studies Minor, students will:

- Learn to assess socially meaningful identities in a variety of cultural and critical contexts, and to communicate across social boundaries in a multi-cultural world.
- Learn how to integrate and link ethnic, gender and labor studies.
- Develop comparative research and critical thinking skills for understanding the range of lived experiences within Indigenous communities and to understand how power operates in society.
- Develop research and writing skills in an integrative learning approach including a range of humanities and social science perspectives.
- Understand various analytical and/or rhetorical frameworks related to various areas of study within ethnic, gender and labor studies and relevant to the world of work, civic engagement and community development.

### **Requirements: 25 credits**

- 25 credits, 10 credits must be upper division

### **American Indian Studies Foundational courses: 10 credits**

- If student takes all 15 credits in Foundational Coursework, 5 credits may count towards Topical Coursework
  - TEGL 112
  - TEGL 201
  - TEGL 304

### **American Indian Studies Topical courses: 15 credits**

- See [American Indian Studies minor](#) web page for list of approved Topical courses.

## **American Popular Culture Studies Minor**

Provides students with the opportunity to critically analyze popular culture, its production, and its consumption from an interdisciplinary perspective. Coursework broadly explores how popular culture reflects and challenges American cultural values, practices and norms, and institutions. In addition, courses focus on the study of technologies and material culture, production of popular culture, consumption practices, and the role of popular culture in creating and disseminating ideologies. The two foundational courses, respectively, introduce cultural studies and provide a concluding experience with the minor through acquisition and application of key concepts and theories. Students in the minor will design and complete a project in the last foundation course. Students will acquire the skills to analyze popular culture artifacts in contexts related to public life, media, cultural history, and industry production (film, music, toys/games, literature, fashion, food, etc.) as well as individualized practices. Students graduating with a minor in American Popular Culture Studies will be well suited to think critically about the complex role of popular culture in our lives. This minor will serve students who have an interest in pursuing graduate school, teaching, writing, or working in creative industries (game design, film and television, etc.).

### **Student Learning Objectives**

With the American Popular Culture Studies Minor, students will:

- Demonstrate an ability to critically analyze popular culture texts and artifacts in social and political contexts
- Demonstrate an understanding of the production and reception of popular culture
- Demonstrate an understanding of how cultural meaning is created, and how studying popular culture can provide us with multiple ways of making power visible
- Analyze and synthesize material from primary and secondary sources in order to create a coherent, evidence-based argument
- Employ methodologies from the humanities and the social sciences to analyze a variety of historical, cultural, social and political questions.

### **Requirements: 25 credits**

- 25 credits, 15 credits must be upper division - 15 credits must be taken outside major requirements.

### **Foundational American Popular Culture Coursework: 10 credits**

- TAMST 220 (formerly TCULTR 210).
- TAMST 410 (formerly TCULTR 410). Students are required to take TAMST 410 as the culminating experience at the end of the minor coursework.

### **Topical Coursework in American Popular Culture Studies: 15 Credits**

- See [American Popular Culture Studies](#) web page for list of approved topical courses.

## Asian Studies Minor

The Asian Studies minor offers students the opportunity to develop a well-rounded understanding of the countries and cultures of Asia. The courses enable students to fit the Asian experience into a theoretical context of global patterns of modernization and economic development while focusing on specific historical and cultural elements in Asian countries.

All courses in the minor must be completed with a cumulative 2.0 GPA.

### Requirements: 30 credits

The Asian Studies minor requires **30 credits** to include:

#### Framework Courses: 10 credits

- 10 credits from the following:
  - TCOM 430
  - TCOM 460
  - TCOM 461
  - TECON 332
  - TECON 362 (*formerly TECON 460*)
  - THIST 271
  - THIST 372
  - THIST 474
  - THIST 486
  - TPOLS 203
  - TURB 430

#### Content Courses: 20 credits

- See [Asian Studies minor](#) web page for approved courses on List B: Content courses
- Credit for study in Asia may count toward credit for course work. See an advisor for details.

## Economics Minor

An economics minor allows UW Tacoma students to strengthen their facility with economic reasoning and conceptual understanding in a way that complements their studies in their chosen major/concentration. In this way, students can develop their economic reasoning and understanding and apply this knowledge to other areas such as communications, history, business, psychology, social work, sociology and literature.

Note: This minor is not open to students in the Politics, Philosophy and Economics major in SIAS.

All courses in the minor must be completed with cumulative 2.0 GPA. Please see an advisor to discuss details.



## Requirements: 25 credits

The Economics minor requires 25 credits to include the following:

### Core Courses: 10 credits

- TECON 200 OR TBECON 220 (5)
- TECON 201 OR TBECON 221 (5)

### Upper-Division Courses: 15 credits

- 15 credits from upper-division courses, (300 - 400 level) from the [economics track](#) of Politics, Philosophy and Economics major (PP&E).
- Only 5 credits from TBECON 420, TBECON 421 or TBECON 422 may count towards the minor.
  - TBECON 420\*
  - TBECON 421\*
  - TBECON 422\*
  - TBECON 423 \*
  - TECON 313
  - TECON 316 (*formerly TECON 416*)
  - TECON 320
  - TECON 321 (*formerly TECON 420*)
  - TECON 325 (*formerly TECON 425*)
  - TECON 332
  - TECON 350
  - TECON 360
  - TECON 361 (*formerly TECON 461*)
  - TECON 362 (*formerly TECON 460*)
  - TECON 370
  - TECON 394
  - TECON 401
  - TECON 410
  - TECON 417
  - TECON 418
  - TECON 421
  - TECON 430
  - TECON 440
  - TECON 441 (*formerly TECON 340*)
  - TECON 450
  - TECON 470
  - TECON 480
  - TGEOG 349
  - TPOLS 330
  - TPOLS 460

## Education and Community Engagement Minor

Intended for students interested in understanding the purpose and impact of education across global communities. Candidates for the minor examine the role of multiple forms of education, the impact of education on a range of societal inequalities, and the sociopolitical forces of race, class, gender, sexuality, culture, language, and immigration within a human rights framework. Students choose from a range of multidisciplinary courses that focus on applied education, including the context of K-12 schooling and higher education, employment preparation, and knowledge and socio-emotional well-being development that often occurs in partnership with multiple communities. The minor is intended to support those interested in a wide array of educational contexts, including schools, community organizations and

advocacy efforts, museum education, youth leadership organizations, after school programming, nonprofit and community-based organizations, and other applied educational contexts outside of schools.

### **Requirements: 30 Credits**

#### **Required Courses: 10 credits**

- TEDUC 301
- TEDUC 492

#### **Additional Requirements: 20 Credits**

- Two courses from List A: Diversity elective list
- One course from List B: Social Emotional Well-Being in Schools and Society elective list
- One course from any of the elective lists (List A, List B, or List C)

#### **Approved Diversity Course Electives (List A)**

This elective requirement exposes students to foundations in equity and justice in relation to education, society, and knowledge.

- Must take two courses from the Approved Diversity Courses (List A).
- See [Education and Community Engagement Minor](#) website for approved list.

#### **Social Emotional Well-Being in Schools and Society Electives (List B)**

This elective requirement exposes students to psychological tenets, mental health and wellness, identity, and mindfulness in relation to learning.

- Must take one course from Social Emotional Well-Being in Schools and Society electives (List B).
- Approved Diversity courses (indicated by a 'D') fulfill the previous course requirement list.
- See [Education and Community Engagement Minor](#) website for approved list.

#### **Additional Approved Minor Course Electives (List C)**

- Can take up to one course from this list.
- See [Education and Community Engagement Minor](#) website for approved list.

### **Environmental Studies Minor**

The Environmental Studies minor gives students who are interested in environmental issues a good grounding in the principles of this field. For students interested in the various aspects of the environment, such as science, law, economics, history, policy, health, education, psychology, and justice, this minor offers a range of courses to choose from as well as the basic science. No prerequisites are needed. For students from all majors, this minor can be useful in obtaining the perspectives that make them more successful job applicants, as well as more informed employees and citizens.

**Note: Environmental Studies or Environmental Science major students cannot minor in Environmental Studies.**

All courses in the minor must be completed with a cumulative 2.0 GPA. Please see advisor to discuss details.

## Requirements

The minor in Environmental Studies requires **25 credits** to include:

- TESC 201 - 5 credits, (may be met with an approved transfer course; see advisor to make the exception.) **Evening students:** TESC 201 is not offered in the evening. It may be possible to complete this lab requirement in an alternative way. Contact an [IAS advisor](#) for more details.
- 5 credits of Biological Environmental Science (B) course; see below for list.
- 5 credits of Physical Environmental Science (P) course; see below for list.
- 5 credits of Environmental Ethics or Philosophy:
  - TEGL 210
  - TEGL 304
  - TPHIL 364
  - TPHIL 456
- 5 credits of Environmental Law, Policy, or Regulations:
  - TECON 421
  - TEST 333
  - TEST 335
  - TEST 337
  - TEST 343
  - TEST 345
  - TLAW 339 (formerly TEST 339)
  - TLAW 438 (formerly TPOLS 438)

## Biology (B) & Physical Science (P) Course List

- TBIOL 110 (B) *(formerly TESC 110)*
- TBIOL 120 (B) *(formerly TESC 120)*
- TBIOL 202 (B) *(formerly TESC 202)*
- TBIOL 203 (B) *(formerly TESC 402)*
- TBIOL 204 (B) *(formerly TESC 304)*
- TBIOL 222 (B)
- TBIOL 232 (B) *(formerly TESC 232)*
- TBIOL 234 (B) *(formerly TESC 234)*
- TBIOL 236 (B) *(formerly TESC 236)*
- TBIOL 238 (B) *(formerly TESC 238)*
- TBIOL 240 (B) *(formerly TESC 240)*
- TBIOL 270 (B) *(formerly TESC 370)*
- TBIOL 307 (B) *(formerly TESC 440)*
- TBIOL 318 (P or B) *(formerly TESC 318)*
- TBIOL 324 (B) *(formerly TESC 302)*
- TBIOL 362 (B) *(formerly TESC 362)*
- TBIOL 404 (B) *(formerly TESC 404)*
- TBIOL 408 (B) *(formerly TESC 408)*
- TBIOL 422 (B) *(formerly TESC 422)*
- TBIOL 432 (B) *(formerly TESC 432)*
- TBIOL 434 (B) *(formerly TESC 332)*
- TBIOL 438 (B) *(formerly TESC 438)*
- TBIOL 442 (B) *(formerly TESC 442)*
- TBIOL 452 (B) *(formerly TESC 452)*
- TBIOL 478 (B) *(formerly TESC 378)*
- TCHEM 142 (P)

- TCHEM 245 (P) *(formerly TESC 245)*
- TESC 102 (B)
- TESC 237 (P)
- TESC 239 (P)
- TESC 303 (B,P)
- TESC 319 (P)
- TESC 345 (P)
- TESC 430 (P)
- TESC 431 (P)
- TESC 433 (P)
- TESC 435 (P)
- TESC 490 (B)
- TEST 426 (B) *(formerly TESC 426)*
- TGEOS 107 (P) *(formerly TESC 107)*
- TGEOS 117 (P) *(formerly TESC 117)*
- TGEOS 215 (P) *(formerly TESC 215)*
- TGEOS 227 (P) *(formerly TESC 227)*
- TGEOS 241 (P) *(formerly TGEOS 241)*
- TGEOS 243 (B) *(formerly TESC 243)*
- TGEOS 247 (P) *(formerly TESC 247)*
- TGEOS 317 (P) *(formerly TESC 317)*
- TGEOS 321 (P) *(formerly TESC 321)*
- TGEOS 337 *(formerly TESC 337 )*(P)
- TGEOS 341 (P) *(formerly TESC 341)*
- TGEOS 343 (P) *(formerly TESC 343)*
- TGEOS 349 (P or B) *(formerly TESC 349)*
- TGEOS 415 (P) *(formerly TESC 415)*
- TGEOS 417 (P) *(formerly TESC 417)*
- TGEOS 445 (B/P) *(formerly TESC 445)*
- T GIS 311 (P)
- TPHYS 111 (P) *(formerly TESC 111)*
- TPHYS 213 (P) *(formerly TESC 213)*
- TPHYS 315 (P) *(formerly TESC 315)*

## **Gender and Sexuality Studies Minor**

The Minor in Gender and Sexuality Studies brings together courses from across the university and encourages students to think critically about the significance of gender in art, in history, in society and in our daily lives. The courses affiliated with this minor assist students in developing gender literacy as a central component of civic engagement.

Students graduating with a Minor in Gender and Sexuality Studies will be well positioned as critical thinkers and engaged citizens. Their training will showcase skills ranging from fluency in various styles of communication and presentation to creative problem solving, and will enable them to speak confidently across a range of contemporary social issues.

All courses in the minor must be completed with a cumulative 2.0 GPA.

Only 10 credits of courses may count towards both this minor and your major. Contact an advisor for more information.

*A minimum of 10 credits must be upper division.*

### **Requirements: 25 credits**

The minor in Gender and Sexuality Studies requires **25 credits** to include:

#### **Gender and Sexuality Studies Foundational Coursework: 10 credits**

- TWOMN 101
- TWOMN 205

#### **Gender Studies Topical Coursework: 15 credits**

- See [Gender and Sexuality Studies minor](#) web page for list of approved options for remaining credits.

### **History Minor**

This minor allows students to study the field of history, which trains historians to be active participants in society using new and innovative methods to convey history in a wide range of audiences. The minor allows for a broad global perspective or a more focused approach depending on the student's interests and strives to teach the value of history and the need to learn about the past to better understand the present and shape the future.

### **Requirements: 25 credits**

All courses in the minor must be completed with a cumulative 2.0 GPA.

#### **History Core: 10 credits**

- THIST 200 *or* THIST 201
- THIST 150 *or* THIST 151

#### **History Electives: 15 credits**

15 credits from upper-division courses (300 - 400 level) from the list below. Only 5 credits can come from courses from this list that do not have a THIST prefix.

- TARTS 311
- TARTS 335
- TARTS 360
- TARTS 411
- TARTS 480
- TEGL 303
- TEGL 305
- TEGL 340
- TEGL 380
- TEGL 419 (*formerly THIST 419*)
- TEGL 435
- TEGL 464 (*formerly TANTH 464*)
- TEST 332
- THIST 315

- THIST 320
- THIST 322
- THIST 333
- THIST 336
- THIST 340
- THIST 341
- THIST 343
- THIST 349
- THIST 350
- THIST 356
- THIST 363
- THIST 364
- THIST 365
- THIST 372
- THIST 375
- THIST 377
- THIST 378 (*formerly THIST 226*)
- THIST 379
- THIST 385
- THIST 410
- THIST 411
- THIST 413
- THIST 416
- THIST 417
- THIST 420
- THIST 430
- THIST 437
- THIST 440
- THIST 441
- THIST 442
- THIST 444
- THIST 445
- THIST 451
- THIST 452
- THIST 456
- THIST 457
- THIST 462
- THIST 463
- THIST 464
- THIST 465
- THIST 466
- THIST 467
- THIST 470
- THIST 474
- THIST 475
- THIST 477
- THIST 478
- THIST 479
- THIST 480
- THIST 484
- THIST 486
- THIST 487
- THIST 488

- THIST 490
- THIST 491
- THIST 495
- TPOLS 329
- TPOLS 400
- TSOC 346
- TSOC 432
- TSOC 436
- TWOMN 347

## Human Rights Minor

The Human Rights minor is a tri-campus, interdisciplinary minor open to undergraduate students from all programs and departments of the University of Washington. Students who are interested in social justice or international law and politics will find this new option to be of particular interest.

Students are highly encouraged to take courses from the other two campuses as well as UW Tacoma to complete this minor. The expertise available on all three campuses has the potential to make the experience a richer one, providing more choices for internships and specialization of study within the minor. This information is provided to students who want a summary of the UW Tacoma offerings.

All courses in the minor must be completed with a cumulative 2.0 GPA.

## Requirements: 25 credits

The Human Rights minor requires 25 credits to include the following:

### Human Rights: 10 credits

- 10 credits of courses concerned with human rights (List A) (i.e., as defined in the Universal Declaration of Human Rights) as a core concept.
  - THIST 457
  - THLTH 520 (3 cr. - requires instructor permission)
  - TLAW 422 (*formerly TPOLS 422*)
  - TLAW 424 (*formerly TPOLS 368*)
  - TPHIL 200
  - TPOLS 230 (*formerly TPOLS 311*)
  - TPOLS 251
  - TPOLS 319 (*formerly TPOLS 420*)
  - TPOLS 410
  - TPOLS 421
  - TPOLS 448
  - TPOLS 453

### Human Rights in a Broader Context: 5 credits

- 5 credits of courses concerned with human rights in a broad context (List B), e.g. poverty, race/ethnicity, gender.
  - TECON 313
  - TECON 325 (*formerly TECON 425*)
  - TEGL 419 (*formerly THIST 419*)

- TGEOG 352
- THIST 220
- THIST 221
- THIST 222
- THIST 322
- THIST 340
- THIST 413
- THIST 416
- THIST 441
- TLAW 215 (*formerly TPOLS 328*)
- TLAW 320 (*formerly TPOLS 320*)
- TLAW 348 (*formerly TPOLS 348*)
- TLAW 363 (*formerly TPOLS 363*)
- TLAW 452 (*formerly TPOLS 452*)
- TLIT 320
- TLIT 324
- TLIT 425
- TPOLS 312
- TPOLS 343 (*formerly TPOLS 456*)
- TPOLS 360
- TPOLS 371
- TPOLS 435
- TPOLS 450 (Please Note: Only this variation of TPOL S 450 counts)
- TPOLS 451
- TSOC 335
- TSOC 434
- TSOC 456
- TURB 314
- TURB 316

### **Additional Requirements: 10 credits**

- 10 additional credits from either of the above lists.
  - At least 3 credits (of the 25 required) must be in a human-rights-related internship, practicum, international study abroad or demonstrated equivalent.
    - TIAS 496

*Important note for students who choose the internship option:* Human rights internships have as their primary objective learning about human rights work and facilitating a synthesis between classroom learning and practical engagement. Appropriate human rights internships may be supervised by any University of Washington faculty member. Students who choose this route to fulfill the minor's requirements must find an appropriate internship and register for TIAS 496. The new Human Rights Minor form must be stapled to the TIAS 496 Internship form when you submit it to SIAS if you want the internship to count for the minor. Be sure to have supervising faculty sign it or your minor may be incomplete.



## Law and Policy Minor

The Law and Policy minor provides students with a foundation in logical reasoning and develops their ability to analyze and communicate complex ideas. Through a minor in law and policy, students will develop a broad appreciation of the role of law and policy in their field of study, whether it is in environmental science, business, communications, social work, psychology or another field.

*Note: This minor is not open to students in the Politics, Philosophy and Economics major.*

All courses in the minor must be completed with a cumulative 2.0 GPA.

### Requirements: 25 credits

The Law and Policy minor requires 25 credits to include the following:

#### Core Courses: 10 credits

- TLAW I; Take one of the following:
  - TLAW 150 (*effective Spring 2021*)
  - TLAW 215 (*effective Spring 2021*)
- TLAW II; The following course must be taken:
  - TLAW 363 (formerly TPOLS 363)

#### Electives: 15 credits

Take any three of the following: (*effective Spring 2021*)

- TLAW 320 (*formerly TPOLS 320*)
- TLAW 361 (*formerly TPOLS 361*)
- TLAW 465 (*formerly TPOLS 465*)
- TLAW 452 (*formerly TPOLS 452*)
- TLAW 348
- TLAW 367
- TLAW 422 (*formerly TPOLS 422*)
- TLAW 423 (*formerly TPOLS 423*)
- TLAW 424 (*formerly TPOLS 368*)
- TLAW 438 (*formerly TPOLS 438*)
- TLAW 339 (*formerly TEST 339*)
- TLAW 486
- TECON 316 (*formerly TECON 416*)
- TECON 410
- TECON 450
- TECON 470
- TPOL S 321
- TPOL S 325
- TPOL S 340
- TPOL S 353
- TPOL S 360
- TPOL S 382
- TPOL S 400
- TPOL S 451

- TPOL S/TSOCWF 425
- TPHIL 453
- TPHIL 314
- TPHIL 414
- TCOM 454
- TCOM 465
- TCOM 481

## Mathematics Minor

The Mathematics minor provides an opportunity for students to strengthen their facility with quantitative analysis in their chosen discipline and to provide the necessary content for future math teachers. Mathematics contributes technical tools for precise reasoning and communication. The study of mathematics provides a paradigm of critical thinking: identifying and questioning premises, inferring patterns from evidence, deducing conclusions from hypotheses, and expressing ideas clearly- all benefiting the diverse needs of student pursuing undergraduate study in science, social science, technology, business, education and the liberal arts.

**Note: Mathematics major students cannot minor in Mathematics.**

### Requirements: 32 credits

- Courses used as part of the minor must have a minimum grade of 2.0 for each course.
- At least 8 credits of the coursework applied to the minor must be outside of the student's major(s) requirements.

The Mathematics minor requires 32 credits to include:

### Required Courses:

- TMATH 125
- TMATH 126
- Two of the following three courses:
  - TMATH 300
  - TMATH 307
  - TMATH 308

### Math Electives: 12 credits minimum

- Minimum of 12 credits from at least three 300-level courses taken in residence at UW Tacoma.
- Please see [website](#) for approved list.
- Advanced Placement (AP) credit may only count for up to 11 credits of the minor.
- At least 12 credits of courses numbered 300 or higher to be taken in residence at the UW Tacoma.

## **Museum Studies Minor**

The minor in Museum Studies familiarizes students with museum theory, philosophy, and practice. It aims to prepare the student for graduate studies in museology, museum management, and entry-level positions in the field. The minor encompasses shared practices that involve registration, curatorial approaches, conservation, fundraising and general management.

The unique location of UW Tacoma within a central campus of museums, and its proximity to major metropolitan areas (less than one hour to Seattle and two-hour proximity to Portland) provides students with numerous internships, and job placement opportunities.

### **Requirements: 25 credits**

The minor in Museum Studies requires 25 credits. All courses in the minor must be completed with a cumulative 2.0 GPA.

#### **Core course: 15 credits**

- TNPRFT 231
- TNPRFT 448
- TNPRFT 449

#### **Nonprofit Electives: 5 credits**

- TNPRFT 432
- TNPRFT 450
- TNPRFT 451

#### **Nonprofit Practicum: 5 credits**

- TNPRFT 490

## **Nonprofit Studies Minor/Certificate**

The certificate program is designed to meet the needs of post-baccalaureate students who would like to complete training in nonprofit studies. The requirements are the same as for the Nonprofit Studies minor. The certificate allows students who have already completed a bachelor's degree to complete the nonprofit studies curriculum.

Undergraduate students also earn the certificate when they complete the minor.

### **Requirements: 25 credits**

The Nonprofit Studies minor requires 25 credits. **All courses in the minor must be completed with a cumulative 2.0 GPA. Please see an advisor to discuss details.**

### **Nonprofit Core Course: 5 credits**

- TNPRFT 231

### **Electives: 15 credits minimum**

- See [Nonprofit Studies website](#) for approved elective list.

### **Nonprofit Practicum: 5 credits**

- TNPRFT 490

### **Politics Minor**

The politics minor allows students to strengthen their facility with political reasoning and theory in ways that complement their studies in their chosen majors/concentrations. Specific areas of study that would benefit from a politics minor include environmental studies, history, communications, business, social work and urban studies. More substantially, the politics minor will help students become more informed about and engaged with local, national and international issues, and support those students interested in being able to teach political science or social studies as high school teachers.

*Note:* This minor is not open to students in the Politics, Philosophy and Economics major in IAS.

Students completing a minor in politics will learn to:

- Engage in and employ sophisticated theoretical reasoning to analyze issues related to politics;
- Analyze and explain the politics behind current events;
- Investigate the relationship between politics and other areas of inquiry;
- Discuss and write critically about domestic and international political and social issues.

### **Requirements: 25 credits**

- All courses in the minor must be completed with a cumulative 2.0 GPA.

The Politics minor requires **25 credits** to include the following:

#### **Core Courses: 10 credits**

- TPOLS 201 (5)
- TPOLS 202 (5)
- TPOLS 203 (5)
- TPOLS 204 (5)

#### **Upper-Division Courses: 15 credits, of upper-division 300 - 400 level.**

- See [Politics minor](#) web page for list of approved electives.

## Religious Studies Minor

UW Tacoma students are both members of their local communities and global citizens, exposed to a variety of worldviews and cultures. To become respectful and informed global citizens, it is vital to have an understanding of diverse religious beliefs and practices and how they interact with larger political and social systems. In terms of the UWT campus, course offerings in this minor will help to promote programmatic emphasis on interdisciplinarity, sustainability, and cross-cultural understanding. The proposed minor responds to student demand and utilizes the expertise of existing faculty. It will formalize existing offerings in the PPE program and more broadly in IAS without requiring additional resources, whilst at the same time leaving scope for future expansion.

### Requirements: 25 credits

All courses in the minor must be completed with a cumulative 2.0 GPA.

### Required Courses: 15 credits

- TRELIG 105
- TRELIG 210
- TRELIG 321

### Optional Courses: 10 credits must be upper-division 300-400 level coursework.

- All 10 must be upper-division credits.
- See the [Religious Studies](#) web page for approved list of options for remaining 10 credits.

## Restoration Ecology Minor/Certificate

The University of Washington Restoration Ecology Network (UW-REN) was established to prepare students to meet the multidisciplinary challenges in the field of ecological restoration. Effective restoration requires the interactive efforts of experts from many disciplines, as illustrated below. UW-REN offers students from any UW program the opportunity to obtain a certificate of academic experience in Restoration Ecology. This program provides students with a substantial background in restoration ecology within the context of their degree program. The REC is not associated with a degree program. It demonstrates to employers and funding agencies that a fundamental training in restoration ecology, including a one-year, team-based restoration project has been completed. Study ranges from theory to practice to provide students with skills necessary to participate as effective team members or to lead challenging restoration projects.

### Requirements: 25 credits

The Restoration Ecology certificate requires a minimum of 25 credits. All courses must be completed with a minimum grade of 2.0

### Introduction: 5 credits

- TBIOL 362 (*formerly TESC 362*) or ESRM 362/ENVIR 362 or BES 362

### **Restoration-related courses: 10 credits**

- TBIOL 232 (*formerly TESC 232*)
- TCHEM 333 (*formerly TESC 333*)
- TESC 319
- TESC 345
- TESC 431
- TGIS 311
- TLAW 339 (*formerly TEST 339*)

Or, students may complete 10 credits of restoration-related courses from an approved list of courses that is available on the [UW-REN](#) website. Courses not on the list can be petitioned to the UW-REN director.

### **UW-REN Senior Restoration Capstone: 10 credits**

The capstone consists of a three-quarter, 10-credit sequence of courses that take place during the fall-winter-spring quarters. In the capstone, students participate in a hands-on restoration project from design, analysis, and implementation to developing a monitoring plan, all within a multidisciplinary teamwork setting.

- TBIOL 462/463/464 (3 course series; *formerly TESC 462/463/464*)

### **Social Science Research Methods Minor**

The Social Science Research Methods minor focuses on social science research methods and statistical analysis. Students who complete this minor will be prepared to:

- Evaluate and critique complex information,
- Make oral and written verbal arguments justifying their position/beliefs,
- Use qualitative & quantitative designs/methods,
- Perform statistical analysis, and
- Develop new perspectives and ideas.

This minor is open to students from all majors and would benefit students who wish to develop skills directly applicable to specific fields or majors including business, consumer research, economics, education and information technology.

### **Requirements: 33-35 credits**

- The Social Science Research methods minor requires 33-35 credits with a minimum of 20 credits completed at UW Tacoma.
- **All courses must be completed with a minimum grade of 2.0.** A minimum of 20 credits must be completed outside of the student's major degree requirements. In addition, at least 20 credits must be from upper-division courses. Students must complete 3-5 credits from each of the 7 areas listed below (Lists A - G).

### **Introductory Statistics: 5 credits**

- 5 credits from (List A). See [Social Science Research Methods minor](#) webpage for list of approved courses.

### **Introductory Research Methods: 3-5 credits**

- 3-5 credits from (List B). See [Social Science Research Methods minor](#) webpage for list of approved courses.

### **Epistemology: 5 credits**

- 5 credits from (List C). See [Social Science Research Methods minor](#) webpage for list of approved courses.

### **Qualitative Research Designs: 5 credits**

- 5 credits from (List D). See [Social Science Research Methods minor](#) webpage for list of approved courses.

### **Quantitative Research Designs: 5 credits**

- 5 credits from (List E). See [Social Science Research Methods minor](#) webpage for list of approved courses.

### **Advanced Statistics: 5 credits**

- 5 credits from (List F). See [Social Science Research Methods minor](#) webpage for list of approved courses.

### **Electives: 5 credits**

- 5 credits from (List G). See [Social Science Research Methods minor](#) webpage for list of approved courses.

## **Sociology Minor**

Be prepared to be an engaged citizen who can speak confidently across a range of contemporary social issues with a minor in Sociology. Learn to think deeply about current social problems, issues of social difference, structures of social institutions and more generally about inequality and power in society. This minor will introduce you to a variety of sociological concepts, frameworks, and theories that address individuals, groups, organizations, institutions, and societies, leaving you prepared to think critically about society and the social worlds we inhabit.

Students who complete this minor will be able to:

- Discuss the ways in which culture and social structure shape individual lives.
- Identify and analyze contemporary social questions using diverse social theories.
- Articulate how intersections of race, ethnicity, gender, class, nation, sexuality and other categories of difference shape society at an individual level, an institutional level and at a cultural level.
- Demonstrate a critical awareness of social justice and collective activism.

SIAS majors are designed to allow a student to earn a minor without additional credits beyond that required for graduation. This minor is open to students from all majors. Majors the Sociology minor complements include American Studies, Business, Criminal Justice, EGLS, PPE, Psychology, Urban Studies, and Social Welfare. See your program [advisor](#) for more information.

### **Requirements: 25 credits**

- The Sociology minor requires 25 credits.
- **All courses must be completed with a minimum grade of 2.0.**
- At least 15 credits must be from upper-division courses.
- No more than 40% of coursework can be counted towards both the Sociology minor and another major or minor.

### **Foundational Sociological Coursework: 10 credits**

- TSOC 165
- TSOC 434

### **Topical Coursework in Sociology: 15 credits**

- See approved list on the [Sociology minor](#) webpage.

## **Spanish Language and Cultures Minor**

**Note: Spanish Language and Cultures major students cannot minor in Spanish Language and Cultures.**

The Spanish Language and Cultures minor combines Spanish language skills with a general knowledge of the cultural, historical and political context of Spanish America.

In the minor, we emphasize the relationship between language and culture. Students train to interact with native Spanish speakers more effectively. As a result, students will benefit when entering education, government, public health, social work, community services, banking, international business, law, the travel industry or any other field where the rapidly growing Latino community is involved.

### **Requirements: 25 credits**

- A minor in Spanish Language and Cultures requires 25 credits.
- All minors must be completed with a 2.0 minor GPA. Please see an advisor to discuss details.
- 10 credits\* required from (List A):
  - TSPAN 301
  - TSPAN 302
  - TSPAN 303
  - TSPAN 315
  - TSPAN 335
  - TSPAN 345
  - TSPAN 348
  - TSPAN 351 (may not be used for both lists)
  - TSPAN 352 (may not be used for both lists)
  - TSPAN 374 (may not be used for both lists)
  - TSPAN 388 (may not be used for both lists)



- TSPAN 393
- TSPAN 425
- TSPAN 430
- TSPAN 451 (may not be used for both lists)
- TSPAN 480 (may not be used for both lists)
- 15 credits required from (List B):
  - TSPAN 299
  - TSPAN 335
  - TSPAN 348
  - TSPAN 351 (may not be used for both lists)
  - TSPAN 352 (may not be used for both lists)
  - TSPAN 361 (*formerly TSPAN 461*)
  - TSPAN 371 (*formerly TSPAN 471*)
  - TSPAN 374 (may not be used for both lists)
  - TSPAN 376
  - TSPAN 388 (may not be used for both lists)
  - TSPAN 393
  - TSPAN 420
  - TSPAN 451 (may not be used for both lists)
  - TSPAN 464
  - TSPAN 480 (may not be used for both lists)
  - TSPAN 496

*\*Students who are diagnosed as native speakers or at an advanced level of proficiency (four or higher on the ACTFL scale) are not required to take the language classes. These students should take an additional 10 credits from list B.*

## Sustainability Minor

The Sustainability minor is the first trans-disciplinary minor on the UW Tacoma campus, as sustainability requires an understanding of issues from social, environmental, and economic perspectives. Leaders of industry and today's students believe sustainability will be an important part of our future and this minor provides students the skills and knowledge to be sustainability practitioners and leaders.

The sustainability minor gives students grounding in sustainability practice and theory, and creates a foundational understanding of local and global problems from a social, economic and environmental perspective. Solutions for many of the complex, large-scale sustainability issues, such as social injustice, economic inequity, environmental destruction and climate change, require an understanding of these issues from multiple perspectives. The minor in sustainability would be valuable for students from any major, as it provides an overlap of the multiple perspectives where sustainability solutions exist while enhancing student's sustainability literacy.

## Student Learning Outcomes

At the end of this minor, students should be able to:

1. Demonstrate a deep understanding of the local and global challenges to sustainability from economic, environmental and social perspectives.
2. Apply the skills and knowledge to communicate and critically evaluate sustainability issues across disciplines.
3. Link knowledge with action in order to promote sustainability and serve as leaders in their communities.

4. Recognize how social, economic, and environmental equity issues are embedded within sustainability.

**Requirements: 32-35 credits**

- All courses in the minor must be completed with a cumulative 2.0 GPA. Students select 15 credits from three areas; programs will advise students where to focus within the 3 areas to complement their majors.
- 60% of the coursework applied to the minor must be taken outside of the student's major(s) requirements.
- A capstone project is required. The culminating capstone must be different from the student's major(s) capstone.

**Sustainability Foundation Courses: 15 credits**

- TESC 201
- TEST 295
- TSUD 222

**Additional Requirements: 15 credits**

- Programs will advise students where to focus within the three areas, to complement major.
- See [Sustainability minor](#) web page for approved list.
- Select 15 credits from the following areas:
  - Policy, Society, and Economics
  - Science, Environmental Issues, and Environmental Thought
  - Social Justice and Global Perspectives in Sustainability

**Capstone:**

- Select one of the capstone course options (cannot use the same capstone for major and minor). See [Sustainability minor](#) web page for approved list.

## Teaching, Learning and Justice Minor

The Teaching, Learning, and Justice minor is designed to assist students to focus on courses that may help them fulfill requirements for entry into UW Tacoma's Education Program Teacher Certification Program. Any course taken for the purpose of fulfilling a Teacher Certification program curriculum requirement or prerequisite must be passed with a 2.7 minimum grade. Students should consult with a program advisor prior to enrolling in classes. The Teaching, Learning, and Justice minor requires 30 credits:

### Requirements: 30 credits

#### Teaching, Learning, and Justice Core: 15 credits

- All three courses below:
  - TEDUC 471 (5 cr) \*
  - TEDUC 482 (5 cr) \*
  - TEDUC 490 (5 cr) \*\*

\* TEDUC 471 and TEDUC 482 (2.7 grade or higher and must have been taken in academic year 2012-2013, or later, to qualify) will count as equivalent courses for two of the courses within our Teacher Certification Program, TEDUC 520 and TEDUC 501, respectively. NOTE: If not taken as part of the Education minor, TEDUC 471 and TEDUC 482 (same restrictions as above) will still count as equivalent courses for TEDUC 520 and TEDUC 501.

\*\* TEDUC 490 will fulfill 40 hours of documented experience in a public school classroom, which is an admission requirement for our Teacher Certification Program.

#### Writing-intensive courses: 10 credits

- Two writing-intensive courses:
  - E.g. English Composition and Literature (or other writing-intensive course). These courses will fulfill K-8 Teacher Certification Program prerequisite coursework. See program website for Secondary prerequisite coursework.
  - Must be 2.7 grade or higher.

#### One Developmental Psychology Course: 5 credits

- Either select One of the following courses (or equivalent transfer course) to fulfill the Developmental Psychology coursework for the [K-8 with English Language Learners \(ELL\) Certification](#) or [K-8 with K-12 Special Education Certification](#):
  - TPSYCH 220
  - TPSYCH 222
  - TPSYCH 230
  - TPSYCH 320
  - TPSYCH 321
  - TPSYCH 455
- Or select one course to fulfill the Developmental psychology coursework for the [Secondary Math or Science Certification](#).
  - TPSYCH 220
  - TPSYCH 230
  - TPSYCH 321

## Technical Communication Minor

**Note: Writing Studies major students cannot minor in Technical Communications.**

The Technical Communication minor offers written and oral communication courses applicable to all majors, professions and workplace situations, including courses relevant for students interested in pursuing careers in Law and Medicine. This minor is open to students from all majors.

Choose from a wide range of workplace-oriented topics, including Technical Communication, Scientific Writing, usability (UX), Cross-Cultural Communication Design, accessible, design, web design and visual rhetoric. While studying questions of social, environmental and disability justice in nonacademic settings, through this Technical Communication minor students enhance their credentials in their chosen major for the job market.

SIAS majors are designed to allow a student to earn a minor without additional credits beyond that required for graduation. With planning, many UW Tacoma majors will work well with the technical communication minor. See your program [advisor](#) for more information.

### Technical Communication minor course requirements

The Technical Communication minor requires 25 credits. **This minor is not open to students in the Writing Studies major.**

**All courses must be completed with a minimum grade of 2.0.**

#### Required core courses (10 credits)

- TWRT 291
- either:
  - TWRT 391
  - TWRT 331

#### Electives (15 credits)

- TCOM 320
- TCOM 420
- TWRT 330
- TWRT 331
- TWRT 350
- TWRT 355
- TWRT 440
- TWRT 450

## Graduate Degree

The School of Interdisciplinary Arts and Sciences offers the following program of study:

- Master of Arts in Interdisciplinary Studies

### Options

- General MAIS
- Community and Social Change
- Nonprofit Management

### Master of Arts in Interdisciplinary Studies

Building on the success of its undergraduate program, the School of Interdisciplinary Arts and Sciences offers a Master of Arts degree in Interdisciplinary Studies. The graduate program offers opportunities to pursue questions of interest across a wide range of fields, spanning the humanities, social sciences and environmental sciences, with special emphasis on the relation of knowledge to public action.

### What are Interdisciplinary Studies?

The concept of interdisciplinary studies is founded on a recognition that the experience of phenomena—such as the public problems of poverty, violence, social justice or environmental degradation—do not come in neatly bounded, disciplinary or professional packages. While disciplinary divisions of labor are convenient and necessary to the efficient pursuit of in-depth knowledge, the application of that knowledge in the sphere of public action requires its broader re-integration with the rich, multidisciplinary dimensions and complexities of actual, lived situations.

The structure of the Master of Arts program is highly flexible, building on the wealth of disciplinary and interdisciplinary expertise among members of the faculty. A required series of five core courses and a capstone course address issues of models, problem formation, evidence, values, and research/writing. The core courses examine the basic foundations of knowing and acting, making them relevant to diverse areas of specific inquiry. Through electives and a thesis (or Master's project or practicum), students are encouraged to apply the lessons of the core courses to their own chosen areas of interdisciplinary interest. A broad range of student interests can be accommodated due to the interdisciplinary nature of the program.

The program integrates the sociology of knowledge, philosophy, social and political theory, history, cultural studies, anthropology and other perspectives to shed light on domains of public action. Some examples of possible areas of interest, broadly defined, might include the environment, education, anthropology, ethnicity, gender and sexuality, art and arts administration, media and film, cultural studies, philosophy, literature and writing, human rights, labor, immigration, history, trade and development, social policy, nonprofit studies, state and local government or international non-governmental organizations.

## What is Public Action?

Public action entails a series of determinations that are reached as a result of the following considerations:

- What is the nature of the problem to be addressed?
- What mode of analysis is to be employed?
- What will count as evidence?
- What values are considered relevant or irrelevant?
- What options are included or excluded?
- What outcomes of the action are anticipated or unanticipated?

By exploring these questions, the Master's program becomes a sustained investigation of factors that critically shape actions, procedures and outcomes. The factors to be investigated include:

- Conceptual models, or paradigms
- Social, professional and institutional cultures
- Various types of data used to support alternative perspectives and decisions
- How various value frameworks shape perspectives, decisions and actions

These factors provide a foundation for knowledge and action in the public sphere. The core course of study in this program may therefore apply to virtually any profession or endeavor in our shared public life, whether one works in a large organization or a one-person shop, whether one seeks knowledge for utilitarian ends or to achieve a richer understanding of the world in which everyone must live and act.

## Degree Options

The Master of Arts program emphasizes foundations of public action and is a 55-credit master's degree. There are three MAIS degree options:

### General MAIS Option

The General degree option is a sustained investigation of factors that critically shape actions, procedures and outcomes. These factors provide foundations for knowledge and action in the public sphere. This degree option is well suited for entry into or advancement along community relations, public agency management, community organizing, facilitation, consumer advocacy, policy and/or decision-making, political action and governmental relations.

### Students will learn:

- How alternative paradigms or models condition our knowledge of the world and how our choice of potential responses connects to how we perceive the world to be organized.
- How to gain insight into the impact of culture and history on the way certain phenomena come to be defined in the public arena as problems, and how they are variously imagined to be caused or solved in relation to diverse professional and disciplinary claims of ownership over them.
- How evidence can be justified, generated, evaluated and used with varying degrees of validity within diverse frames of application.
- How to gain insight into the ways in which values are implicitly or explicitly present in every arena socially deemed to be problematic, and how it may be possible to facilitate communication, negotiations, or trade-offs among and across diverse value frames.

- How to gain experience in facilitating communication, negotiations, or trade-offs among and across diverse value frames.

### **Community and Social Change Option**

The Community and Social Change degree option focuses on the integration of theory and practice to achieve economic, racial, gender, and social justice through the transformation of local communities. This degree option offers students the knowledge and the development of strategies and skills to improve the lives of those who, historically, are most vulnerable and have been marginalized. This track is especially relevant for students looking to acquire practical skills that will help them become community leaders, policy analysts, and/or social justice practitioners.

#### **Students will learn to:**

- Assess socially meaningful identities in a variety of cultural and critical contexts, and to communicate across social boundaries in a multicultural world.
- Analyze and/or critique theories of race/ethnicity, social class, gender/sexuality and how they have been put into practice to improve the lives of the most vulnerable in the past and in the present locally, nationally, and/or globally.
- Demonstrate comparative research and critical thinking skills for understanding the range of lived experiences in local and global communities and to understand how power operates in society.
- Evaluate various analytical and/or rhetorical frameworks related to various areas of study within community studies, and relevant to the world of work, civic engagement, and community development.

### **Nonprofit Studies Option**

The Nonprofit Studies degree option integrates theory and research regarding organizational development; analyzes the social, cultural, economic and creative foundations of cultural management and policy; introduces the history, philosophy, organization, administration, and practice of nonprofit organizations. It also provides an overview of the best practices, systems, and management principles underlying successful fundraising programs. This option requires students to develop a project during their practicum. Students produce a demonstrable example of expertise and interest in the rigorous writing of a practitioner/scholarly paper.

#### **Students will learn to:**

- Demonstrate leadership skills and knowledge in topics such as the management of human resources (both paid and volunteer), fundraising, program evaluation, fiscal management, and governance in nonprofit organizations.
- Design projects, programs and/or policies that address community issues;
- Negotiate the inevitable political and economic realities of providing social benefit to communities.
- Create outcome-based logic models that are required for foundation funding, with a special emphasis on the local/regional level.

## **Curriculum**

### **Core Courses**

The five core courses are closely integrated, constituting a single, extended investigation of how issues and problems are evaluated in the process of taking action. The courses examine analytical tools and how special and organizational cultures influence the work required in moving toward making action.

- TIAS 501
- TIAS 502
- TIAS 503
- TIAS 504
- TIAS 513

### **Capstone/Practicum Course**

Students enroll in the capstone course (TIAS 505 - General/Community & Social Change Option or the Practicum (TNPRFT 590 - Nonprofit Management Option) after the completion of the core course series and after they have substantially completed courses applying them to the writing of a thesis or project rationale.

### **Area of Emphasis**

Students will work with a faculty advisor to develop a focus within the student's chosen area of interest. The required 10 credits of electives are to be chosen carefully in consultation with the academic advisor, as stepping stones toward the substance of the thesis or project.

In addition to elective courses developed specifically for the Master of Arts degree, students can select from a wide range of courses offered at UW Tacoma, including some of those offered in other UW Tacoma graduate programs, or approved 400 level courses from the undergraduate curriculum.

### **Enrollment and Curriculum Sequencing**

Admission is competitive and is based on space availability in the core courses as well as fit between applicants and available faculty. Core courses are offered in the evenings, alternating between Monday/Wednesday and Tuesday/Thursday.

## **Options**

### **General MAIS Option**

- Five core courses (25 credits)
  - TIAS 501 (5 credits)
  - TIAS 502 (5 credits)
  - TIAS 503 (5 credits)
  - TIAS 504 (5 credits)
  - TIAS 513 (5 credits)
- Approved methods course (5 credits)
- Capstone course (5 credits)
  - TIAS 505 (5 credits)



- Electives - Two 400 level or above courses that support the student's research in the program (10 credits)
- Final project or thesis (10 credits) Community and Social Change Option
  - TIAS 605 *or*,
  - TIAS 700

### **Community and Social Change Option**

- Five core courses (25 credits)
  - TIAS 501 (5 credits)
  - TIAS 502 (5 credits)
  - TIAS 503 (5 credits)
  - TIAS 504 *or approved*, Social Theory course (5 credits)
  - TIAS 513 (5 credits)
- Approved methods course (5 credits)
- Capstone course (5 credits)
  - TIAS 505 (5 credits)
- Electives - Two 400 level or above courses that support the student's research in the program (10 credits)
- Final project *or* thesis (10 credits)
  - TIAS 605 *or*,
  - TIAS 700

### **Nonprofit Management Option**

- Five core courses (25 credits)
  - TIAS 501 (5 credits)
  - TIAS 502 (5 credits)
  - TIAS 503 (5 credits)
  - TIAS 504 (5 credits)
  - TIAS 513 (5 credits)
- Three nonprofit courses (15 credits)
  - TIAS 531 (5 credits)
  - TIAS 551 (5 credits) *or*,
  - TIAS 553 (5 credits)
  - TIAS 532 (5 credits) *or*,
  - TIAS 548
- Practicum
  - TNPRFT 590 (5 credits)
- Electives - Two 400 level or above courses that support the students research in the program (10 credits)

### **Admission Requirements**

- Baccalaureate degree from an accredited institution of higher learning with at least a 3.0 GPA for the last two years of academic work
- Competitive GRE scores on a test taken within the last five years
- Completed online application through the UW Graduate School
- Statement of intended area of focus compatible with the intent of the program, and that identifies prospective faculty mentor(s)
- Résumé of relevant experiences describing the candidate's most significant work, educational background or volunteer experience, and how these experiences relate to his or her goals
- Three letters of reference

- Admission to the UW Graduate School

**All application materials must be received by the March 15 deadline in order to be considered for autumn review and admission.**

## **Graduation Requirements**

### **Thesis, Project or Practicum**

The final product of the graduate program must be a thesis, a scholarly project or practicum that demonstrates a level of competence equivalent to a thesis. In consultation with faculty, students negotiate specific thesis questions and plans focused on their own chosen goals and areas of interest. It is the student's responsibility to recruit a thesis chair and at least one other reader to constitute a thesis, degree project or practicum committee, though the Graduate Program Coordinator and MAIS Administrator/Advisor will assist in this process.

## **Course Descriptions**

### **American Studies**

#### **T AMST 101 American Art, Place & Space (5) I&S/VLPA**

Explores the aesthetic, emotional and cultural power of scale, emptiness, grandeur, and congestion in American places employing interactive presentation/discussion formats. Examines unique aspects of "American" spaces through individual and collaborative experiments, including studio-based art, research, and investigation of the work of artists who inhabit, respond to, and represent "space."

#### **T AMST 120 Mythic America (5) VLPA/I&S**

Defines myths as stories and beliefs that help structure our experiences living and participating in American social, cultural, political, and economic structures. Studies myths through a variety of materials and readings might include myths of success, individualism, or education, including their contributions to ethnic, gender, and class constructions.

#### **T AMST 210 American Cultures and Perspectives: Class, Ethnicity, Gender, and Race (5) VLPA/I&S, DIV**

Introduces approaches and questions central to American Studies. Focuses on how perspectives on America have evolved over time, how artists, intellectuals, and others envision America's diverse cultures, and how social issues play a role in the making of American cultures and nationhood.

#### **T AMST 220 Introduction to Popular Culture (5) VLPA**

Explores genres and themes across 20th and 21st century U.S. popular culture. Emphasizes the practice and acquisition of the methodological tools needed to situate the interpretation of cultural text (literature, art, music, film, comics, and television) within historical and sociopolitical contexts.

#### **T AMST 250 Science Fiction in American Culture (5) I&S/VLPA**

Explores American experiences and spaces through analysis of science fiction, science fact and related approaches as they shed light on current experiences for identity, cultural difference and society. Focuses on the cultural experiences of fandom, images, products, technologies, the futures industry, the

human/nonhuman and innovation, among others.

**T AMST 333 American Mama: Childbirth and Motherhood (5) I&S**

Offers interdisciplinary look at childbirth and motherhood to consider how social, historical, and cultural forces shape our experiences of reproduction.

**T AMST 350 American Food Studies (5) I&S**

Examines the experiences, meanings and roles of food in American cultures during the past and present. Explores topics commonly discussed in Food Studies by considering how forms of culture and social experiences relate to issues such as food-based tradition, community, ethics, identity, justice, and social struggle, among others.

**T AMST 410 Studies in U.S. Popular Culture (5) VLPA**

Examines how popular culture reflects and shapes our understanding of a key social issue. Emphasizes the critical interpretation of literature, art, music, film, television, and other media in historical and sociopolitical contexts. Also explores how evolving media technologies have affected popular representations of the chosen topic.

**T AMST 420 Drugs and U.S. Culture (5) I&S**

Explores U.S. cultural frameworks of psychoactive drug use, development, marketing, and regulation as represented through the arts, popular culture, industry, criminal justice, healthcare, and public policy. Through critical examination of these discourses, considers the complex social politics of psychoactive substance in contemporary American lives.

**T AMST 430 Queer Performances (5) VLPA, DIV**

Examines how sexual identity is imagined and performed in artistic narratives and daily lives. Explores how American performances create and discuss sexual identities, including gay and lesbian identities. Students assess how sexual identity intersects with ethnicity and how theories of performativity shed light on American narratives.

**T AMST 440 Gender and American Childhood (5) I&S**

Examines the ways in which femininity and masculinity are taught to children, and how gender shapes American culture. Analyzes cultural products such as movies, books, to understand how gender is constructed, how these constructions become cultural norms, and how these popular assumptions about gender impact our own lives.

**T AMST 450 Monstrous Imagination (5) VLPA**

Explores the role of the monstrous other in British and American culture. Examines the ideological dimensions of the monstrous as a means of understanding the social boundaries of human experience. Emphasizes the critical interpretation of literature, art, music, film, and television. Prerequisite: any 100-level, 200-level, or 300-level T AMST, T FILM, or T LIT course.

**T AMST 490 American Studies Capstone (5)**

Revisits and frames issues previously raised to develop a more complex and nuanced understanding of American social issues within a global or transnational context. Supports students in developing and presenting their final projects. Prerequisite: T AMST 210; 10 credits of 300-400 level American Studies

courses; either TCOM 353 or T WOMN 302, which may be taken concurrently.

## **Anthropology**

### **T ANTH 101 Introduction to Anthropology (5) I&S**

Introduction to the subfields of archaeology, biocultural anthropology, and sociocultural anthropology through the examination of selected problems in human physical, cultural, and social evolution. Not recommended for students who have had other courses in anthropology, archaeology, or biocultural anthropology.

### **T ANTH 201 Principles of Biological Anthropology (5) NW**

Evolution and adaptation of the human species. Evidence from fossil record and living populations of monkeys, apes, and humans. Interrelationships between human physical and cultural variation and environment; role of natural selection in shaping our evolutionary past, present, and future.

### **T ANTH 354 History of the Concept of Culture (5) I&S**

Investigates the historical concept of culture, from its origins in the nineteenth-century notions of "race" and "evolution," through its later development in twentieth-century popular and anthropological usages.

### **T ANTH 365 North American Indian Traditions (5) I&S**

Explores major traditional practices developed in Native North America. Focuses on world view, religious expression, the problems of change, and the contemporary viability of core elements associated with these traditions.

### **T ANTH 453 Health, Illness, and Culture (5) I&S**

Explores the meanings of health and illness in contemporary American culture and considers historical, cross-cultural, and literary examples. Studies health, illness, and therapeutic and preventive practices and how they provide crucial insights into aspects of American culture and society.

### **T ANTH 454 Seminar on Health and Culture (5) I&S**

Historical, anthropological, and sociological approaches to the meaning of health in modern contemporary cultures. Exploration of how the expansion of medical, political, and educative discourses about health and health hazards have shaped consciousness, identity, and social practice. Seminar format (discussion-based class sessions and presentation of library research).

### **T ANTH 480 Linguistics Method and Theory (5) VLPA/I&S**

Examines major linguistics theories in phonology, syntax and semantics, linguistics analysis and argumentation.

## **Biology**

### **T BIOL 102 Infectious Diseases in the 21st Century (5) NW**

Introduces core concepts of infectious disease in humans and the interaction of biology and society through lecture, case studies, contemporary examples, and biomedical literature.

**T BIOL 110 General Biology (6) NW**

Provides a comprehensive overview of biological science, including cell and molecular biology, genetics and evolution, the diversity of life, and ecology. Covers the complexity of life from molecules to ecosystems, with a combination of lecture and hands-on laboratory exercises. Intended for non-science majors and environmental studies majors. Cannot be taken for credit if credit received for TESC 110.

**T BIOL 119 Biology Collaborative Learning Seminar (1, max. 3)**

Enhances problem-solving skills for biology by having students work with a facilitator to strengthen their skills in critical thinking via group problem sessions in biology and its applications. Co-requisite: either T BIOL 120, T BIOL 130 or T BIOL 140. Credit/no-credit only.

**T BIOL 120 Introductory Biology I (6) NW**

Covers ecology and evolution, including genetics, Mendelian inheritance, biodiversity of life forms, and conservation biology, as well as related chemical processes in the environment. Field trips and labs required. First in a series of introductory biology courses for science majors. Cannot be taken for credit if credit received for TESC 120. Recommended: co-requisite: T BIOL 119

**T BIOL 130 Introductory Biology II (6) NW**

Covers molecular and cellular biology, including the chemistry of life, metabolism and energetics, cell structure and function, and application of molecular techniques to environmental studies. Field trips and labs required. Second in a series of introductory biology courses for science majors. Cannot be taken for credit if credit received for TESC 130. Prerequisite: a minimum grade of 1.5 in either TESC 120 or T BIOL 120; and a minimum grade of 1.7 in either TESC 141 or T CHEM 142.

**T BIOL 140 Introductory Biology III (6) NW**

Focuses on organismal biology including plant and animal anatomy, physiology, and development, in conjunction with applicable chemical processes. Third in a series of introductory biology courses for science majors. Includes required lab. Cannot be taken for credit if credit received for TESC 140. Prerequisite: a minimum grade of 1.5 in either TESC 130 or T BIOL 130; and a minimum grade of 1.7 in either TESC 151 or T CHEM 152.

**T BIOL 202 Plant Biology and Ecology (5) NW**

Explores the biology of plants from the individual to ecosystem level. Topics include plant anatomy, physiology, reproduction, development, and adaptation; plant population and community dynamics, and plant responses to climate change. Cannot be taken for credit if credit received for TESC 202.

**T BIOL 203 History and Ecology of Biological Invasions (5) NW**

Explores the population dynamics and ecological impacts of nonindigenous species, their prevention and control, and the ways that exotic species threaten biodiversity and regional and global economies. Examines the rapidly advancing science of invasion biology in its historical and public policy contexts. Cannot be taken for credit if credit received for TESC 402.

**T BIOL 204 Tropical Ecology and Sustainability (5) NW**

Explores biological and cultural aspects of tropical ecosystems. Integrates concepts from environmental science, ecology, and evolution in order to gain an understanding of tropical ecology. Cannot be taken for credit if credit received for TESC 304.

**T BIOL 222 Evolution and Its Implications (5) NW**

Introduces the biological and geological evidence for evolution and the history of life on Earth. Evaluates the implications of evolutionary processes and history for current issues in health, behavior, and the environment. Cannot be taken for credit if credit was earned in T BIOL 422.

**T BIOL 232 Issues in Biological Conservation (5) NW**

Considers biological and social issues underlying contemporary environmental problems. Overview of nascent discipline of conservation biology. Studies cases from Pacific Northwest (e.g., clean up of Lake Washington, Exxon Valdez oil spill, spotted owl fracas) which will form fodder for discussions as the scientific and human elements of environmental decision-making are explored. Cannot be taken for credit if credit received for TESC 232.

**T BIOL 234 Biology, History, and Politics of Salmon in the Pacific Northwest (5) NW**

Explores issues such as the biology of salmon, habitat degradation, and the impact of salmon loss on biological and social systems through the study of history and political economy. Cannot be taken for credit if credit received for TESC 234.

**T BIOL 236 Sustainable Agriculture (5) NW**

Explores the sustainability of technological advances in global food production. Topics include the origins of agriculture, soil ecology and conservation, industrial vs. organic agriculture, integrated pest management, genetically modified organisms (GMOs), and biofuels. Cannot be taken for credit if credit received for TESC 236.

**T BIOL 240 Human Biology and Environmental Interactions (5/6) NW**

Introduces human biological systems with a focus on environmental influences. Explores the structure and function of the major body systems (cardiovascular, endocrine, pulmonary, nervous, and excretory), and the scientific and social issues implicit in addressing human health and environmental issues. Cannot be taken for credit if credit received for TESC 240.

**T BIOL 242 Aging and Biology (5) NW**

Provides students with a scientific biological perspective on aging. Students gain an understanding of different theories of aging, normal changes associated with aging, age-related diseases, with relevant discussion on policy decisions regarding our growing aging population. Cannot be taken for credit if credit received for TESC 242.

**T BIOL 270 Genetics and Society (5) NW**

Covers key advances and principles in genetics and molecular biology, providing background to critically evaluate controversial topics in biotechnology facing contemporary society. In considering the social impact of genetic and genomic technology, includes areas of agriculture, forensics, industry, medicine, and reproduction. Cannot be taken for credit if credit received for TESC 370.

**T BIOL 301 General Microbiology (6) NW**

Acquaints students with microorganisms and their activities. Topics include microbial cell structure and function, metabolism, microbial genetics, and the role of microorganisms in disease, immunity, and other applied areas. Gateway to upper-division courses in biomedical sciences. Cannot be taken for credit if credit received for TBIOMD 301. Prerequisite: a minimum grade of 1.5 in either TESC 140 or T BIOL 140;

and a minimum grade of 1.7 in either TESC 161 or T CHEM 162.

### **T BIOL 302 Human Physiology (5) NW**

Immerses students in core concepts required for a fundamental understanding of human physiological systems, including GI, endocrine, and immune systems, with emphasis on cellular processes that mediate organismic processes. Gateway to upper-division courses in biomedical sciences. Cannot be taken for credit if credit received for TBIOMD 302. Prerequisite: a minimum grade of 1.5 in either TESC 140 or T BIOL 140; and a minimum grade of 1.7 in either TESC 161 or T CHEM 162; recommended: T BIOL 301.

### **T BIOL 303 Cellular Biology (6) NW**

Covers the advanced principles of biological macromolecules, cell structure and function, respiration, and selected areas of cell physiology with emphasis on regulatory mechanisms, focusing primarily on eukaryotic cells. Cannot be taken for credit if credit received in TBIOMD 303. Prerequisite: minimum grade of 1.5 in either TESC 140 or T BIOL 140; minimum grade of 1.7 in either TESC 161 or T CHEM 162.

### **T BIOL 304 Molecular Biology (6) NW**

Focuses on advanced principles of gene expression at the molecular level, emphasizing transcription and translation. Provides hands-on experience applying molecular biology techniques to isolation and characterization of genes from various organisms in research-driven projects. Cannot be taken for credit if credit received in TESC 380. Prerequisite: a minimum grade of 1.5 in either TESC 140 or T BIOL 140; a minimum grade of 1.7 in either TESC 161 or T CHEM 162; and a minimum grade of 2.0 in either TMATH 116 or TMATH 120.

### **T BIOL 305 Genetics and Genomics (6) NW**

Covers the basic principles of genetics, including but not limited to: Mendelian genetics, chromosome structure, population genetics, biotechnology, bioinformatics, and genome mapping and sequencing. Cannot be taken for credit if credit received for TBIOMD 307. Prerequisite: minimum grade of 1.5 in either T BIOL 140 or TESC 140; minimum grade of 1.7 in either T CHEM 162 or TESC 161; either TESC 380 or T BIOL 304, either of which may be taken concurrently; recommended: either TBIOMD 301 or TBIOL 301, either of which may be taken concurrently; and either TBIOMD 303 or TBIOL 303, either of which may be taken concurrently.

### **T BIOL 306 Animal Behavior (5) NW**

Explores scientific approaches to animal behavior, emphasizing behavioral measures and experimental designs. Covers the psychological, physiological, developmental, and evolutionary principles that guide the study of animal perception, communication, foraging, and sexual and social behavior. Considers applications to animal conservation and welfare, and human decision-making. Cannot be taken for credit if credit received in TESC 306. Prerequisite: either TPSYCH 101, PSYCH 101, T BIOL 110, TESC 110, T BIOL 120, or TESC 120.

### **T BIOL 307 Applied Entomology (6/7) NW**

Explores the structure, ecology, and evolution of terrestrial arthropods, focusing primarily on insects important to agriculture, conservation, medicine, and public health, and sustainable approaches to pest control. Prerequisite: minimum grade of 1.5 in T BIOL 120. Cannot be taken for credit if credit received in TESC 440.

**T BIOL 312 Sensory and Systems Neuroscience (5/6) NW, QSR**

Examines the neuroanatomy, neurophysiology and neurochemistry of the human central nervous system circuits involved in sensation and movement (e.g. vision, taste, balance, voluntary movement), and investigates how malfunctions within these systems lead to specific sets of physiological impairments and disorders. Prerequisite: either minimum grade of 2.5 in T BIOL 140 or minimum grade of 2.5 in T PSYCH 260.

**T BIOL 318 Biogeography (5/6) NW**

Study of the distribution of plants and animals, as controlled by climate, geologic history and geographic location, dispersal, colonization, and invasion. Examines changes over time in distribution patterns as related to evolution, climate change, and human activities. Incorporates many disciplines including biology, ecology, anthropology, history, GIS, statistics, and geological sciences. Prerequisite: either TESC 120 or TBIOL 120. Cannot be taken for credit if credit received in TESC 318.

**T BIOL 320 Vertebrate Anatomy and Diversity (6) NW**

Compares the anatomy of members of the vertebrate phylum in an evolutionary context. Explores vertebrate diversity and the unique adaptive modifications of the vertebrate body plan, with an emphasis on the species of the Pacific Northwest. Investigates through dissection, anatomical structures during laboratory sessions. Prerequisite: T BIOL 140

**T BIOL 340 Ecology and Its Applications (6) NW**

Examines key processes and interactions (e.g. population growth and regulation, competition, predation, symbiosis, and the structure of biological communities) needed to understand basic ecology and its applications. Discussions of ecological theory and data from a variety of habitats are augmented by a required lab section to include field trips, computer simulations, student presentations, and primary literature analysis. Prerequisite: minimum grade of 1.5 in either T BIOL 140 or TESC 140; minimum grade of 1.7 in either T CHEM 162 or TESC 161; minimum grade of 2.0 in either TMATH 110, TMATH 116, or TMATH 120; and TESC 310 or TBIOMD 310 which may be taken concurrently. Cannot be taken for credit if credit received for TESC 340.

**T BIOL 350 Introduction to Epidemiology (5) NW, QSR**

Introduces core concepts of epidemiology and the application and interpretation of quantitative methods to investigate health outcomes in human populations through case studies, contemporary examples, and published literature. Prerequisite: TMATH 110. Cannot be taken for credit if credit received for TBIOMD 350.

**T BIOL 362 Introduction to Restoration Ecology (7) NW**

Introduces ecological restoration of damaged ecosystems. Covers philosophical base of restoration as well as the social, biological and political forces that impact the success of any restoration project. Includes lectures, readings, case studies and field trips. Cannot be taken for credit if credit received for TESC 362.

**T BIOL 401 Microbial Physiology (6) NW**

Explores the physiological responses of microbes to environmental stimuli. Topics include structural, functional and biochemical features of microbial cells and their regulation. Labs build on foundational microbiology and molecular biology skills, preparing students to design, carry out and interpret a hypothesis driven experiment. Prerequisite: T BIOL 301 or T BIOL 478; recommended: T BIOL 304.



**T BIOL 404 Neotropical Field Studies Abroad: Ecology and Community (12, max. 24) I&S/NW**

Integrates natural science, culture, and socio-economic aspects of the neo-tropics with hands-on field experience in tropical ecology research. During four weeks of intensive field study abroad in the neotropics plus pre- or follow-up sessions, students explore culture, sustainability, and biodiversity and complete an independent field project negotiated with the instructor. Cannot be taken for credit if credit received for TESC 404.

**T BIOL 414 Immunology (5) NW**

Examines the molecular and cellular basis of mammalian immune systems, including its role during infection with microorganisms (i.e. bacteria, viruses and parasites). Additionally, this course discusses principles in vaccination and disease eradication as well as disorders of the immune system (i.e. autoimmunity, allergy and immunodeficiency). Prerequisite: a minimum grade of 1.5 in T BIOL 301; and a minimum grade of 1.5 in T BIOL 303.

**T BIOL 422 Evolution (5/6) NW**

Implications of Dobzhansky's statement that "Nothing in biology makes sense except in the light of evolution." Evolutionary change by evaluating the evidence that makes organic evolution a unifying theme in the natural world. Evolutionary issues in medicine, agriculture, biodiversity conservation and human affairs. Offered either with a lab (6 credits) or without a lab (5 credits). Cannot be taken for credit if credit received for TESC 422.

**T BIOL 432 Forest Ecology Field Studies (7/12)**

Introduces forest ecology, examining forest communities, soils, disturbance and succession, forest pests, and sustainability, emphasizing field sampling and data analysis. Local option (7 credits) includes three required 2-3 day field trips. Off-site option (12 credits) requires one two-week intensive field study plus on-campus meetings. Prerequisite: TESC 310; either TESC 340 or T BIOL 340; TMATH 110. Cannot be taken for credit if credit received for TESC 432.

**T BIOL 434 Conservation Biology in Practice (6) NW**

Explores current research on threats to biodiversity, and effective approaches to its preservation. Analyze primary literature and conduct independent lab and field exercises. Prerequisite: TBIOL 340. Cannot be taken for credit if credit received for TESC 332.

**T BIOL 436 Systems Biology (5)**

Provides students with the fundamental principles of systems biology including network circuitry of genes and proteins that can be used to predict emergent biological phenomena at the larger scale of cells and organisms for multiple applications. Prerequisite: either TESC 121 or T PHYS 121; either TESC 140 or T BIOL 140; either TESC 161 or T CHEM 162; either TESC 380 or T BIOL 304, either of which may be taken concurrently; either TESC 405 or T CHEM 405, either of which may be taken concurrently. Cannot be taken for credit if credit received for TESC 436.

**T BIOL 438 Environmental Biology: Marine Invertebrates (6) NW**

Examines the structure, function, life histories, ecology, and evolution of major groups of marine invertebrate animals. Lectures, discussions, images, and library research augmented by laboratory work with live organisms whenever possible. Integrates details of biodiversity with issues and concepts from ecology and environmental science. Prerequisite: minimum grade of 1.5 in either TESC 120 or T BIOL 120. Cannot be taken for credit if credit received for TESC 438.

**T BIOL 442 Marine Ecology (7) NW**

Explores the natural history and interactions among marine organisms, emphasizing Pacific Northwest intertidal invertebrates. Includes all-day and weekend-long field trips to sites around Puget Sound. Includes topics such as biology of coral reefs, kelp forests, estuaries, marine fisheries, and marine conservation. Prerequisite: TESC 340. Cannot be taken for credit if credit received for TESC 442.

**T BIOL 452 Plants, Insects, and their Interactions (7) NW**

Emphasizes hands-on exploration of the natural history and ecology of plants and insects and interactions amongst them. Includes a series of all-day field trips focusing on biological issues relevant to resource management and agricultural production in different sites around Puget Sound. Prerequisite: minimum grade of 1.5 in either TESC 140 or T BIOL 140. Cannot be taken for credit if credit received for TESC 452.

**T BIOL 462 Restoration Ecology Capstone: Introduction (2-) NW**

First of a three-course capstone sequence in restoration ecology. Students review and assess project plans and installations. Class meets with members of previous capstone classes to review their projects. Offered: jointly with BES 462/ESRM 462.

**T BIOL 463 Restoration Ecology Capstone: Proposal and Plan (-3-) NW**

Student teams prepare proposals in response to requests for proposals (RFPs) from actual clients. Clients may be governments, non-profit organizations, and others. Upon acceptance of the proposal, teams prepare restoration plans. Prerequisite: ESRM 462. Offered: jointly with BES 463/ESRM 463.

**T BIOL 464 Restoration Ecology Capstone: Field Site Restoration (-5) NW**

Teams take a restoration plan developed in ESRM 463 and complete the installation. Team participation may include supervision of volunteers. Teams prepare management guidelines for the client and conduct a training class for their use. Prerequisite: ESRM 463. Offered: jointly with BES 464/ESRM 464.

**T BIOL 478 Environmental Microbiology (6) NW**

Explore microbial diversity and the applied effects of microorganisms on the environment and human welfare. Topics include metabolic diversity, ecological interactions, biogeochemistry, microbial habitats, and waste treatment and bioremediation. Prerequisite: either TESC 340 or T BIOL 340. Cannot be taken for credit if credit received for TESC 378.

**Biomedical Sciences****TBIOMD 199 Preparation for Careers in Biomedical Sciences Seminar (1)**

Introduces students to requirements of professional medical, dental, veterinary, and pharmacy school. Explores key issues in healthcare, and exposes students to potential career pathways in preparation for completing the pre-medical/dental/veterinary/pharmacy (pre-MVDP) program. Prerequisite: Cannot be taken for credit if credit received for TESC 199. Credit/no-credit only.

**TBIOMD 201 Introduction to Public Health (5) NW/I&S**

Introduces students to the field of public health, its history and functions, and to the determinants of major causes of death and disease through lecture, small-group discussion, case studies, and local and global examples.

**TBIOMD 310 Foundational Skills in Biomedical Sciences (5) NW**

Trains students to read and process existing scientific literature, formulate a hypothesis, collect data to test a hypothesis, write-up research findings, and present findings orally utilizing both individual and group work. Prerequisite: a minimum grade of 1.5 in either TESC 140 or TBIOL 140; and a minimum grade of 1.7 in either TESC 161 or TCHEM 162.

**TBIOMD 410 Biomedical Sciences Senior Seminar (3)**

Develops skills for evaluating and presenting capstone projects and using this capstone experience to open opportunities towards future careers. Prerequisite: TBIOMD 310.

**TBIOMD 490 Context for Global Health Experiential Learning (1) I&S/NW**

Prepares students for global health experiential learning program in another country or off-campus site. Includes global health or environmental sustainability, depending on the program chosen.

**TBIOMD 491 Global Health Experiential Learning Program (2-4) NW/I&S**

Provides two- to four-week global health experiential learning program in another country or off-campus site. Prerequisite: TBIOMD 490 Credit/no-credit only.

**TBIOMD 494 Biomedical Science Community Engagement Internship (1-10, max. 15)**

Engages student in a Biomedical science internship that focuses on community engagement in the public or private sector, or clinical setting, supervised by a faculty member.

**TBIOMD 495 Biomedical Research Experience (3) NW**

Provides opportunities to complete group or individual biomedical sciences research projects carried out within a structured course. Culminates in a public presentation of research results.

**TBIOMD 496 Biomedical Sciences Research Internship ([1-10]-, max. 10) NW**

Engages student in a Biomedical science internship that focuses on research in the public or private sector, or clinical setting, supervised by a faculty member. Credit/no-credit only.

**TBIOMD 499 Undergraduate Research in the Biomedical Sciences ([1-10]-, max. 10) NW**

Engages student in an individual advanced biomedical science research project carried out under the supervision of a faculty member. Culminates in a public presentation of research results. Instructor permission required. May be repeated for credit.

## **Chemistry**

**T CHEM 105 Chemistry of Cooking (6) NW**

Explores the physical and chemical transformations that occur when food is cooked.

**T CHEM 131 Chemistry and Society (6) NW**

Provides students with a solid foundation in chemistry to aid in furthering their understanding of the natural world. Topics relate to past, current, and future environmental concerns. May not be taken for credit if student has achieved a minimum grade of 1.7 in TESC 141. Cannot be taken for credit if credit

received for TESC 131. Recommended: Serves as a preparatory course for the general chemistry sequence for those with little chemistry background in high school or college.

### **T CHEM 139 Preparation for General Chemistry (3)**

Introduces nomenclature, stoichiometry, and basic atomic structure to provide a solid foundation for the study of chemistry. Emphasizes practical quantitative skills and practice in calculations required for success in T CHEM 142. Strongly recommended before T CHEM 142 for students without high school chemistry or equivalent within five years. Cannot be taken for credit if credit received for TESC 139.

### **T CHEM 142 General Chemistry I (6) NW**

Explores fundamental concepts about the structure of matter, quantum mechanics, chemical bonding, stoichiometry and chemical reactions as well as how these chemical processes affect biological mechanisms. First in a series of general chemistry courses for science majors. Includes required lab. Prerequisite: a minimum grade of 2.0 in either TMATH 115, TMATH 116, TMATH 120, MATH 120, TMATH 124, or MATH 124.

### **T CHEM 152 General Chemistry II (6) NW**

Explores fundamental concepts in thermodynamics, gas laws, phase changes, chemical kinetics, and nuclear chemistry. Second in a series of general chemistry courses for science majors. Includes required lab. Prerequisite: a minimum grade of 1.7 in T CHEM 142; and a minimum grade of 2.0 in either TMATH 116, TMATH 120, TMATH 124, or MATH 124.

### **T CHEM 162 General Chemistry III (6) NW**

Explores fundamental concepts about equilibrium, acid-base titrations, electrochemistry, colligative properties and bond theory. Third in a series of general chemistry courses for science majors. Includes required lab. Prerequisite: a minimum grade of 1.7 in T CHEM 152; and a minimum grade of 2.0 in either TMATH 116, TMATH 120, TMATH 124, or MATH 124.

### **T CHEM 164 Chemistry Collaborative Learning Seminar (1, max. 3)**

Enhances problem-solving skills for chemistry by having students work with a facilitator to strengthen their skills in critical thinking via group problem sessions in chemistry and its applications. Co-requisite: either T CHEM 142, T CHEM 152 or T CHEM 162. Cannot be taken for credit if credit received for TESC 156. Credit/no-credit only.

### **T CHEM 245 Chemistry through History (5) NW**

Examines the discovery and development of natural and man-made chemicals processes that has shaped history and impacted society and the environment. Connects chemistry with other scientific discoveries as well as linking to other academic disciplines such as politics, social science, and art. Cannot be taken for credit if credit received for TESC 245.

### **T CHEM 251 Organic Chemistry I (5/6) NW**

Introduces organic chemistry, including principles on structure, classification, bonding, nomenclature, and reactions. Cannot be taken for credit if credit received for TESC 251. Prerequisite: a minimum grade of 1.7 in either TESC 161 or T CHEM 162.

**T CHEM 261 Organic Chemistry II (6) NW**

Introduces spectroscopy and the reactions of alkenes, alkynes, conjugated species, and aromatics. Cannot be taken for credit if credit received for TESC 261. Prerequisite: a minimum grade of 1.7 in either TESC 251 or T CHEM 251.

**T CHEM 271 Organic Chemistry III (6) NW**

Emphasizes mechanisms and reactions of carbonyl species and polyfunctional compounds. Cannot be taken for credit if credit received for TESC 271. Prerequisite: a minimum grade of 1.7 in either TESC 261 or T CHEM 261.

**T CHEM 333 Environmental Chemistry (6) NW**

Explores basic aquatic environmental chemistry, emphasizing practical applications and real-world problem solving. Includes coverage of acid/base reactions, gas exchange, alkalinity, and reduction/oxidation reactions through lectures, field and laboratory-based exercises, and student research presentations. Prerequisite: minimum grade of 1.5 in TESC 140 or TBIOL 140; minimum grade of 1.7 in TESC 161 or TCHEM 162; minimum grade of 2.0 in TMATH 110; minimum grade of 2.0 in either TMATH 116 or TMATH 120; TESC 310 or TBIOMD 310, which may be taken concurrently. Cannot be taken for credit if credit received for TESC 333.

**T CHEM 405 Biochemistry I (5/6) NW**

Covers structure and function of biologically relevant molecules such as proteins and carbohydrates. Also discusses metabolism and enzyme regulation. Cannot be taken for credit if credit received for TESC 405. Prerequisite: a minimum grade of 1.5 in either TESC 130 or T BIOL 130; and a minimum grade of 1.7 in either TESC 251 or T CHEM 251.

**T CHEM 406 Biochemistry II (5/6) NW**

Discusses the structure and function of lipids and nucleic acids. Covers the processes involved in the flow of information in biological systems. Cannot be taken for credit if credit received for TESC 406. Prerequisite: either TESC 405 or T CHEM 405.

**T CHEM 439 Analytical Chemistry with Environmental Applications (7)**

Focuses on the measurement of pollutant concentrations in various environmental matrices, including soil, water, air, and biological tissues, emphasizing field sampling design and implementation, analytical theory, instrumentation, and methodology. Allows students to gain hands-on experience collecting environmental samples in the field and using modern analytical instrumentation. Prerequisite: TESC 161 or TCHEM 162; T MATH 110. Cannot be taken for credit if credit received for TESC 439.

**Chinese****TCHIN 101 First-Year Chinese (5)**

Introduction to the standard language. Emphasis on learning correct pronunciation and basic structure. Drill in oral use of the language. Open only to students who do not have any previous training in Chinese.

**TCHIN 102 First-Year Chinese (5)**

Introduction to the standard language. Emphasis on learning correct pronunciation and basic structure. Drill in oral use of the language. Open only to students who do not have any previous training in Chinese.

Prerequisite: minimum grade of 2.0 in CHIN 101.

**TCHIN 103 First-Year Chinese (5)**

Introduction to the standard language. Emphasis on learning correct pronunciation and basic structure. Drill in oral use of the language. Open only to students who do not have any previous training in Chinese. Prerequisite: minimum grade of 2.0 in CHIN 102.

**TCHIN 201 Second-Year Chinese (5) VLPA**

Continuation of CHIN 103. Advanced grammar and vocabulary expansion stressed. Aural and oral practice and structural drills continued. Prerequisite: minimum grade of 2.0 in either CHIN 103.

**TCHIN 202 Second-Year Chinese (5) VLPA**

Advanced grammar and vocabulary expansion stressed. Oral practice and structural drills continued. Prerequisite: minimum grade of 2.0 in CHIN 201.

**TCHIN 203 Second-Year Chinese (5) VLPA**

Advanced grammar and vocabulary expansion stressed. Oral practice and structural drills continued. Prerequisite: minimum grade of 2.0 in CHIN 202.

## **Communication**

**TCOM 101 Critical Media Literacy (5) I&S**

Surveys historical, economic, and cultural contexts for contemporary media to foster critical literacy from local and global perspectives. Evaluates media messages to understand power structures and tools of persuasion in film, television, journalism, interactive and social media, sports media, and youth media.

**TCOM 201 Media and Society (5) I&S**

Explores theoretical perspectives and core issues in the relationship between the media and society, including the production and reception of both news and entertainment. Evaluates the historical, cultural, political and economic contexts of media industries, representations, and audiences.

**TCOM 220 Social Media (5) I&S**

Explores the evolving world of social media and assesses their social, cultural, and political meanings and implications. Develops skills to critically reflect on social media experiences and develop effective media strategies as communication professionals.

**TCOM 230 Media Globalization and Citizenship (5) I&S**

Introduces key concepts in international communication and global media studies such as cultural imperialism, electronic colonialism, and media globalization. Through case studies from around the world, students evaluate their positions as global citizens and explore opportunities for activism.

**TCOM 247 Television Studies (5) I&S**

Introduces the study of television as a social, cultural, and political force. Examines the production, distribution, and reception of television texts of different genres, including news and entertainment;

evaluates how television reflects and influences different societies and groups; explores television in different historical periods and through various technologies.

**TCOM 250 Media Activism (5) I&S**

Examines how the media and communication and information technologies are used as tools for advocacy and social change. Considers the politics, aesthetics, and practices used in activist media within old and new media to understand its goals at local, national, and global contexts.

**TCOM 254 Communication History (5) I&S**

Considers communication history as a complex matrix of patterns, systems, and technologies that are central to human history. Includes development of different forms of communication and the intertwining of the history of mass communication with the history of other social institutions.

**TCOM 257 Ethical Issues in Mass Communication (5) VLPA/I&S**

Critically examines the relationship between the mass media and American society. Focuses on the individual journalist as a link between the two. Through a study of ethical theories, and of the social, political, and economic context of the media, evaluates the professional and ethical dilemmas of the journalist.

**TCOM 258 Children and Media (5) I&S**

Examines the historical, sociological, and psychological context of children consuming myriad forms of media. Brings together scholarship from child psychology, television criticism, and reception studies.

**TCOM 275 Writing, Reporting, and Editing for the Mass Media (5) VLPA**

Introduction to writing, reporting, and editing for print and broadcast media. Focuses on developing a concise writing style, passion for thorough, accurate reporting, and a sensitivity to various audiences' needs and interests. Explores standard news practices in news organizations and methods to effectively combine visual elements with the written word. Effective gathering of information and interviewing skills, note-taking and observation.

**TCOM 310 Contemporary Environmental Issues and the Media (5) I&S**

Explores the complex relationship between contemporary environmental issues and the news media. Examines how environmental issues are framed and represented in various, corporate-owned news organizations as well as public relations and advertising.

**TCOM 312 Ecology, Inequality, and Popular Culture (5) I&S, DIV**

Surveys the debates within cultural/critical studies to explore how portrayals of ecology in popular culture directly relate to representations of gender, sexuality, nationality, ethnicity, and class. Applies numerous critical perspectives to understand key power structures in film, television, magazines, and novels from the U.S. and international sources.

**TCOM 320 Principles of Web Design (5) VLPA**

Examines the theories and techniques of visual and design rhetoric to web design. Discusses how purpose, audience, and context affect the development of web pages and other electronic documents. Explores principles of web-based design, creation, layout, editing, publishing, and maintenance through

web design practices.

**TCOM 330 Mobile Communication and Social Practice (5) I&S**

Explores social practices surrounding mobile communication technologies and identifies their social, cultural, and political consequences across the globe. Develops a critical understanding of the historical development of mobile technologies and related key concepts. creates design prototype of mobile apps to understand and augment everyday mobile user experience.

**TCOM 340 Global TV: Format, Genre, and Reception (5) I&S**

Focuses on current issues and topics in global television studies. Explores several case studies of television format from around the world in order to understand the development and evolution of television genre such as soap opera and reality TV in a transnational context.

**TCOM 347 Television Criticism and Application (5) VLPA**

Explores narrative structures and production techniques utilized in television in an integrated manner. Analyzes and discusses critical approaches to television texts and techniques, including use of camera angles, lighting design, sound effects, and editing. Explores the application of basic production to techniques in a hands-on manner.

**TCOM 348 Non-fiction Writing for Television (5) VLPA**

Explores non-fiction styles of writing for television, including news writing and documentary writing, with a focus on the development of stories from a proposal to a script. Addresses issues and conflicts that arise with the linking of visual images and spoken words in non-fiction television genres.

**TCOM 349 News Writing (5) VLPA**

Covers principles of news writing and reporting, including lead writing, Associated Press style conventions, news judgment, and ethical and legal issues.

**TCOM 350 Editing and Design for Print Media (5) VLPA**

Covers elements of print media editing and design including: selection and editing of news copy; headline writing; typography; selection, sizing and cropping of photos; functions of layout; principles of publication design and their practical applications. Students also complete several page design projects as teams.

**TCOM 351 Video Production (5, max. 10) VLPA**

Examination of principles of visual and audio communication, including telling stories using image, movement, spoken words, and other sounds in an integrated manner. Discusses critical approaches to television production and utilizes them in a hands-on manner to develop production skills. Prerequisite: TCOM 347.

**TCOM 380 Political Economy of the Media (5) I&S**

Examines the historical evolution and economic structure in which media industries are embedded and develops theoretical and analytical tools for the evaluation of media industries. Surveys patterns of ownership and control, government policies, and other issues in media industries, including newspapers, magazines, television, motion pictures, and recorded music.



**TCOM 387 Writing for Public Relations (5) VLPA**

Explores aspects of public relations writing, including news releases for print and broadcast media, advertising copy, speeches, newsletters, and crisis communication. Emphasizes writing for clarity and interest, simplifying complex issues, and conducting effective media relations. Prerequisite: either TCOM 275 or TCOM 349.

**TCOM 420 Advanced Web Design (5) VLPA**

Explores advanced concepts, practices, and techniques in large-scale, user-centered web design. Emphasizes interaction design, web usability, and accessibility; design communication and design lifecycle; content management; ongoing site management; and cross-cultural issues. Prerequisite: a minimum grade of 2.0 in TCOM 320.

**TCOM 430 Global Networks, Local Identities (5) I&S**

Explores historical and contemporary debates on globalization, cultural imperialism, national identity, and global consumerism. Examines structure and content of such transnational networks as Star TV and CNN, and evaluates the impact of these networks on local identities.

**TCOM 440 Advertising and Consumer Culture (5) I&S**

Explores the past, present, and future of advertising as a form of communication by examining television commercials, political campaigns, billboards, movie trailers, and magazine ads. Also explores the industry that creates these materials, the consumption practices they encourage, and their impact on contemporary culture.

**TCOM 444 Gender, Ethnicity, Class, and the Media (5) I&S, DIV**

Discusses the media's powerful sites for the construction and promotion of ideologies of gender, ethnicity, and class. Studies the socio-historical origins of these ideologies, using methods of media analysis to examine their presence in contemporary print and broadcast media.

**TCOM 453 Critical Approaches to Mass Communication (5) I&S**

Examines how power is constructed, concentrated, and maintained through and around mass communication. Carefully evaluates the structures (patriarchy, neoliberalism, etc) that have historically served to preserve the status quo ideology in our society. Research-focused and includes application of critical theoretical frameworks.

**TCOM 454 Communications Law (5) I&S**

Examines issues surrounding freedom of expression in the United States and citizens' and the media's legal rights in gathering and disseminating news and information. Explores the freedoms afforded by the First Amendment and shows how those protections are still evolving in the twenty-first century.

**TCOM 460 Communication and National Development (5) VLPA/I&S**

Focuses on controversial origins of development communication and the evolution of this field into grassroots development communication. Examines case studies of grassroots development and entertainment-education in Asia, Latin America, and Africa. Draws connections between remote and local case studies of grassroots development through student-produced video documentaries.

**TCOM 461 Media and Identity in Asia (5) I&S**

Explores dynamics of television production and consumption of non-western countries within their postcolonial and neocolonial contexts. Examines case studies from such countries as India, Indonesia, Singapore, China, and Malaysia. Addresses programming hybridity, audience resistance and adaptation, and the impact of transnational media networks on local cultural identities.

**TCOM 464 Field Research in Communication (5) I&S**

Introduces students to contemporary issues that focus on the local community. Students learn and apply field research methods (ethnography, interviews, focus groups, and field research design) while working with community organizations in a service learning context.

**TCOM 465 Contemporary Free Speech Issues (5) I&S**

Explores contemporary free speech issues in light of their social, political and economic implications in the United States. Examines United States Supreme Court cases and First Amendment theory related to those contentious free speech topics.

**TCOM 470 Documentary Production and Critique (5) VLPA**

Examines theoretical and ethical issues involved in the production of non-fiction genres while shooting and editing short-form, community-based documentaries. Prerequisite: TCOM 351.

**TCOM 471 Advanced Video Production (5) VLPA**

Examines the elements of effective video storytelling, including story structure, character development, dialogue, and visual design while shooting and editing fictional short videos. Prerequisite: TCOM 351.

**TCOM 480 Critical Media Industry Studies (5, max. 10) I&S**

Explores selected media industries or issues from a critical perspective. Focuses on the development of the theoretical and analytical tools to conduct critical research on media industries products and/or issues. Focus will vary, but can include the video games industry, television industry, or labor in creative industries. Recommended: TCOM 353 or TCOM 380.

**TCOM 481 Communication Regulation and Policy (5) I&S**

Examines the theoretical foundation and historical evolution of communication regulation in the United States with the broadcast industries, television and radio, the primary focus. Surveys the current state of regulation in various communication industries in the aftermath of the Telecommunications Act of 1996.

**TCOM 482 Investigative Reporting (5) I&S**

Investigative reporting is demanding, intellectually, emotionally, and physically. Prepares students to undertake quality in-depth journalism. Includes interviewing, researching, and writing lengthy investigative news articles. Prerequisite: either TCOM 275 or TCOM 349.

**TCOM 484 Opinion Writing for Mass Media (5) I&S**

Explores the fundamentals of writing opinion for print, web, and broadcast media. Integrates the basic foundations of news gathering and writing with the skills needed to produce publishable opinion pieces. Prerequisite: either TCOM 275 or TCOM 349

**TCOM 486 Feature Writing for Print Media (5) VLPA**

Explores the news feature writing, with emphasis on developing story ideas, gathering materials, and writing in clear, compelling fashion. Intended for students who wish to contribute articles to The Ledger, community newspapers, or specialty publications. Also covers writing for the freelance market. Prerequisite: either TCOM 275 or TCOM 349.

**TCOM 490 Communication Capstone Internship (5-10)**

Communication or media related internship in the public or private sector, supervised by a Communication faculty member. Prerequisite: approval of internship proposal. Credit/no-credit only.

**TCOM 495 Communication Capstone Thesis (5)**

Plan and carry out a significant scholarly communication or media studies independent research project under the direction of a Communication faculty member. Prerequisite: approval of thesis proposal.

**TCOM 498 Study Abroad in Communication (5-15, max. 15) I&S**

Explores communication topics in international locales to enhance understanding of global-local dynamics. Taught on-site and includes interactions/collaborations with local organizations, scholars, and professionals; visits to exhibits and cultural venues, and participation in community experiences, where appropriate.

**TCOM 499 Special Topics in Communication (5, max. 10) VLPA**

Offered occasionally by permanent or visiting faculty members. Topics vary.

**Economics****TECON 101 Understanding Economics (5) I&S, QSR**

Examines fundamental concepts of economic analysis with application to contemporary problems. Cannot be taken for credit if credit received for TECON 200 or TECON 201 or equivalent.

**TECON 200 Introduction to Microeconomics (5) I&S, QSR**

Analysis of markets: consumer demand, production, exchange, the price system, resource allocation, government intervention.

**TECON 201 Introduction to Macroeconomics (5) I&S, QSR**

Analysis of the aggregate economy: national income, inflation, business fluctuations, unemployment, monetary system, federal budget, international trade and finance.

**TECON 210 Ethics and Economics (5) I&S**

Introduces some basic economic principles such rationality, utility, and market, discusses the ways in which these concepts interacts with ethical issues such as equity, justice, and fairness, and explores how ethics and economics influence policymaking.

**TECON 310 Research Seminar in Economics (3) I&S**

Covers essential skills and tools needed to succeed in 400-level economics courses, especially the

capstone class. Explores future employment and graduate school options and opportunities.

**TECON 316 Current Issues in U.S. Public Policy (5) I&S**

Develops student's analytical and conceptual understanding of current key federal public policy issues and reform proposals. Examines the economic role of the government versus the private sector in the U.S. economy, and analyzes issues surrounding the appropriate size and role of the public sector.

**TECON 320 Gender and Development (5) I&S**

Applies economic concepts to examine the role of gender in economic and social change. Examines critical debates surrounding households, particularly decisions about land, labor, resource allocation, bargaining power, and education; and the role of internal organizations, laws, and corporations in women's access to economic opportunity and political power.

**TECON 321 Economics of Education (5) I&S**

Examines topics in the economics of education including how schools are financed and why; what determines the amount and distribution of individual educational attainment; debate over school vouchers; and the economic returns to education.

**TECON 325 Contemporary Issues in International Political Economy (5) I&S**

Investigates pressing issues confronting both industrialized and underdeveloped societies. Includes topics such as the international debt crisis, the changing international division of labor, poverty and inequality in the world economy, liberation movements, internationalization of production and regional disruptions in the U.S.

**TECON 350 Law and Economics (5)**

Introduces students to an economic analysis of the law. Examines the behavioral consequences of legal rules, and investigates the effectiveness of law in meeting social goals. Applies economic analysis to common law (property, tort and contracts), criminal law, and constitutional law.

**TECON 360 Poverty in Developing Countries (5) I&S**

Examines the economic, social, and political factors that explain extreme poverty around the world. Examines patterns of extreme poverty, the relationship between domestic policies and poverty, and the role international factors play in contributing to and alleviating poverty in developing countries.

**TECON 361 Current Issues in the Chinese Economy (5) I&S**

Explores the most important economic challenges facing China today. Combines lecture with site visits and interactions with local business leaders and policymakers, allowing students the opportunity to study the Chinese economy with firsthand knowledge of experts living and working in China today. Offered: S.

**TECON 362 China's Rise and its Global Economic Implications (5) I&S**

Explores and evaluates the implications of China's growth and management of its economy for both Chinese citizens as well as the global economic system. Develops the analytical background necessary to understand the recent rapid emergence of China.

**TECON 370 Economics and Social Mobility (5) I&S**

Explores the relationship between inequality and social mobility. Investigates factors related to social mobility and examines how it has changed over time and across countries. Engages in an analysis of the features of society that help explain the degree to which societies have a level playing field. Prerequisite: T PHIL 250 or T PHIL 251.

**TECON 410 Economics of Public Policy (5) I&S**

Applies economic analysis to public issues, policies, and programs. Provides a theoretical understanding of markets and government policies to examine existing and alternative public policies. Analyzes case studies of government policies, and evaluates and critiques current public policies and alternatives. Prerequisite: TECON 200 or TBECON 220.

**TECON 418 Urban Problems and Policies (5) I&S**

Develops and applies economic analyses to an understanding of the dynamics and underlying structure of urban economies and urban problems. Draws examples from the local economy and local problems. Prerequisite: Either TECON 200 or TBECON 220.

**TECON 421 Environmental Policy (5) I&S/NW**

Examines tradeoffs between the formal economy and the environment, and assesses current environmental policy. Places particular emphasis on examining and understanding local environmental issues. Prerequisite: TECON 200 or TBECON 220.

**TECON 430 Behavioral Economics (5) I&S**

Examines psychological regularities in people such as over-confidence, desires for fairness and revenge, addictions, self-serving biases, trust, herd behavior, loss-aversion, and procrastination. Incorporates these into economic models to develop theoretical understanding of economic anomalies. Prerequisite: either TECON 200 or TBECON 220.

**TECON 441 International Economics (5) I&S**

Examines theory, institutions, and case studies in international economics. Covers theory of international trade and international finance, and analyses of government trade and finance policies. Analyzes role of international institutions. Prerequisite: Either TECON 200, TBECON 220, or ECON 200; and either TECON 201, TBECON 221, or ECON 201.

**TECON 450 Labor Economics and Policy (5) I&S**

Analyzes of determinants of labor markets outcomes, and the effect of labor market policy in advanced capitalist economies, with primary reference to the United States. Prerequisite: TECON 200 or TBECON 220; and TECON 201 or TBECON 221

**TECON 470 Economics of Health and Health Policy (5) I&S**

Explores health, the healthcare sector and health policy issues from an economics perspective. Covers the demand for healthcare, health insurance markets, managed care, medical technology, government insurance programs, healthcare reform, and the pharmaceutical industry. Prerequisite: either TECON 200 or TBECON 220.

**TECON 480 Seminar in Economic Analysis (5) I&S**

Covers the principles and concepts of cost-benefit analysis and undertakes an application to a current issue in the region. Explores the building of a microeconomic model to evaluate the effects of a potential project or policy. Develops students' ability to communicate the results to stakeholders. Prerequisite: Either TECON 200, TBECN 220, or ECON 200

**Environmental Science****TESC 102 Aquatic Ecosystems in Urban Areas (5) NW**

Introduces the ways in which urban water bodies are impacted by adjacent land users. Explores sustainable development practices that target some of these environmental concerns.

**TESC 200 Environmental Seminar (2, max. 6) NW**

Provides exposure to current scientific research and policy initiatives. Includes presentations by researchers, discussion of recent literature, and participation in educational workshops. Credit/no-credit only.

**TESC 201 The Science of Environmental Sustainability (5) NW**

Provides an overview of the origins of sustainability and the development of sustainability science as a discipline. Focuses on the interactions of natural and social systems and how they affect sustainability. Investigates methodologies used by scientists to measure and develop sustainable systems.

**TESC 210 Introductory Research Experience in the Sciences (6) NW**

Provides students with a structured introduction to the scientific method, through design, implementation, and communication of original scientific research through experiential learning. Students will engage in guided data analysis and inquiry involving field sampling and laboratory activities centered on issues facing communities, for example: urban air quality and drinking water contamination in marginalized neighborhoods.

**TESC 239 Energy and the Environment (5) NW**

Provides an overview of various renewable and non-renewable energy resources, their distribution, availability, patterns of use, and impact on the environment. Evaluates relative energy efficiencies, as well as political and economic impacts on energy.

**TESC 279 Science and Mathematics Study Abroad (3-15, max. 15) I&S, QSR**

Immerses students in experimental design and applied quantitative reasoning in Science and Math courses that are part of the Study Abroad program for which there are no UW Tacoma Course Equivalents. Content varies and is individually evaluated.

**TESC 301 Sustainability in Action (3) NW**

Introduces student to the challenges of planning for and implements environmental sustainability on campus. Applies sustainability theory to the design of effective action. Develops valuable organizational and interpersonal skills transferable beyond the university.

**TESC 303 Sustainable Development in Africa - Study Abroad (12) I&S/NW**

Serves as an intensive examination of sustainable development concepts in Africa through a study

abroad experience. Investigates agriculture, water resources management, and wildlife management, including scientific, social, political, and economic viewpoints.

### **TESC 310 Environmental Research Seminar (3) NW**

Covers essential skills and tools needed to succeed in upper-division environmental science courses. Includes scientific ways of thinking, investigating, reading, and writing. Explores future employment and graduate school options and opportunities.

### **TESC 345 Pollution and Public Policy (5) NW**

Examines issues in environmental contamination using case studies from the Pacific Northwest and elsewhere. Addresses relevant scientific information as well as public perception and policy aspects. Through written and oral assignments students gain the knowledge necessary to act as informed public stakeholders. For non-science majors.

### **TESC 410 Environmental Science Senior Seminar (3) NW**

Synthesizes environmental research methodologies and oral and written presentation skills in group projects developing grant proposals responding to published requests for proposals. Includes research presentations of individual environmental science capstone experiences in culminating course for B.S. degree in Environmental Science. Prerequisite: TESC 310; either T GIS 414, TESC 301, TESC 464, TESC 495, TESC 496, TESC 497, TESC 499, or TEST 495, any of which may be taken concurrently.

### **TESC 430 Environmental Modeling (6) NW, QSR**

Provides the background and skills to understand and use basic mathematical modeling approaches to solving environmental problems. Covers basic models and case studies, and applies models to data using basic mathematical and software programming approaches. Prerequisite: TMATH 125.

### **TESC 433 Pollutant Fate and Transport in the Environment (6)**

Introduces the hydrological processes involved in the transport of contaminants in surface water and groundwater, and the factors that affect the fate of these pollutants in the environment (e.g., retardation, degradation, and chemical reactions). Using case studies, examines the complex issues involved in remediation. Prerequisite: TESC 310; minimum grade of 2.0 TMATH 124; minimum grade of 1.5 in TESC 140; minimum grade of 1.7 in TESC 161.

### **TESC 435 Limnology (7) NW**

Introduces students to sampling methods, analytical tools, and scientific concepts related to the study of freshwater lakes and streams and the impacts of natural and anthropogenic processes on these water bodies. Topics of study include physical processes, biological systems, and aquatic chemistry, focusing on human-impacted water bodies. Prerequisite: TESC 310, which may be taken concurrently.

### **TESC 437 Stream Ecology (7) NW**

Provides a comprehensive overview of stream ecology, including watershed hydrology, stream hydraulics, applied chemistry, biology, and ecosystem processes. Explores concepts by evaluating local Puget Sound streams. Emphasizes activity-based learning. Prerequisite: either TMATH 116 or TMATH 120; either TESC 110 or TESC 120; TESC 141.

**TESC 494 Environmental Science Community Engagement Internship (1-10, max. 15)**

Engages student in an environmental science internship that focuses on community engagement in the public or private sector, supervised by a faculty member. Permission based on approval of proposal submitted in advance of the internship.

**TESC 495 Environmental Research Experiences (3) NW**

Provides opportunities to complete group or individual environmental science for studies research project carried out within a structured course.

**TESC 496 Environmental Sciences Research Internship (1-10, max. 10) NW**

Engages student in an environmental science internship that focuses on research in the public or private sector, supervised by a faculty member. Permission based on approval of proposal submitted in advance of the internship. Credit/no-credit only.

**TESC 497 Senior Thesis (5) NW**

A significant environmental science or studies independent research project planned and carried out by the student under the direction of a faculty member on a scholarly topic selected by the student in consultation with faculty.

**TESC 498 Directed Readings (1-5, max. 5) NW**

Individual advanced research projects with an environmental emphasis carried out under the supervision of a faculty member.

**TESC 499 Undergraduate Research (1-10, max. 10) NW**

Individual advanced environmental science or studies research projects carried out under the supervision of a faculty member.

**Environmental Sustainability****TEST 200 Fundamentals of Environmental Sustainability (5) I&S**

Investigates knowledge from humanities, social sciences, and natural sciences, to prepare students for advanced coursework in environmental studies. Applies insights to actual environmental problems and situations at scales from local to global. Serves as the required core course for the Environmental Sustainability major. Each environmental problem is examined through the lens of ethics, institutions, economics, power, and science.

**TEST 295 Valuing Ecosystems Services and Natural Capital (5) NW**

Introduces students to the services provided to humans by ecological systems. Explores the ecological, economic, social, ethical, and political dimensions of enhancing, sustaining, and also losing ecosystem services.

**TEST 332 A Natural History of Garbage (5) I&S/NW**

Examines past and present practices of disposing of civilization's detritus. Uses methods of historical inquiry and environmental studies to get at the roots of one of the fundamental issues confronting the industrialized world: the disposal of waste. Research-based and includes field work.



**TEST 337 Natural Resources Policy: America's Public Forests and Parks (5) I&S**

Explores fundamental and applied concepts in United States public forest and lands policy. Emphasizes political, legal, and administrative issues of federal and state lands, especially forests.

**TEST 343 Water Quality Regulation (5) I&S**

Reviews the substantive elements of water quality regulation, by reading and discussing a number of federal and Washington state statutes and regulations and cases. Requires substantial amount of reading.

**TEST 345 Investing in the Environment (5) I&S**

Reviews comprehensively the substantive elements of current and developing global environmental markets in carbon, water quantity and quality, biodiversity, clean energy, and fisheries. Discusses current issues in environmental markets.

**TEST 495 Environmental Studies Experience (3) NW**

Introduces students to project design and outreach that incorporates a combination of service learning and research. May include field work or community engagement or outreach on a variety of topics, depending on instructor.

**Ethnic, Gender, and Labor Studies****T EGL 101 Introduction to Ethnic, Gender, and Labor Studies (5) I&S, DIV**

Introduces theories, methods, and analytical frameworks for understanding the intersection of race, class, gender, and sexuality by examining key thinkers, texts, ideas, and concepts from across the humanities and social sciences. Teaches the core values and ideals of social justice that are foundational to ethnic, gender, and labor studies.

**T EGL 110 Introduction to Diversity (3) DIV**

Introduces foundational and interdisciplinary concepts about human diversity in the United States and critical multinational theory. Covers an examination of historical and contemporary issues of power, privilege and difference, and micro and macro methods for creating positive social change, reducing inequality and achieving equity.

**T EGL 112 Introduction to Indigenous Studies (5) VLPA, DIV**

Provides a historical and contemporary look at issues of the Indigenous peoples of North America using an Indigenous perspective to look at the history, law, literature, and film of the Pacific Northwest peoples of the past but with an emphasis on the present.

**T EGL 201 Introduction to Indigenous Philosophy (5) I&S, DIV**

Explores the indigenous philosophical ideologies that frame indigenous thought, perspectives, and worldviews. Expands various understandings of indigenous philosophy, including how epistemology (how/what we know), metaphysics (what is), and ethics (practice) empower self-determination (identity/community), and sovereignty of indigenous peoples.

**T EGL 202 Introduction to American Indian Contemporary Issues (5) I&S, DIV**

Explores the consideration of American Indian contemporary issues and politics both in terms of unifying

themes and contexts with regard to local and national situations, needs, and struggles. Expands students understanding of American Indian cultures, accomplishments, and challenges students to place themselves in the "others" experience.

**T EGL 210 Introduction to Qualitative Methodology and Research Ethics (5) I&S**

Provides students and first-time researchers with a clear and accessible introduction to the practice methodology and research ethics. Examines the key issues, which need to be identified and resolved in the qualitative research process, which assists the researcher to develop the ethical skills they need.

**T EGL 266 Introduction to Labor Studies (5) I&S, DIV**

Examines the role of labor in the contemporary United States and in the global economy. Explores the nature of work within market economies, forms of worker organizing, and the interaction between race, gender, and class within the workplace.

**T EGL 271 American Indians in Film (5) VLPA, DIV**

Examines the portrayal of American Indians in film and how American Indian stereotypes in popular culture have been influenced and perpetuated by film. Identifies how American Indian stereotypes in film have changed over the century and ends with analyzing how American Indian filmmakers of the last thirty years have negotiated those representations.

**T EGL 301 Introduction to Indigenous Women and Feminism (5) I&S, DIV**

Examines how indigenous feminists' analysis and activism must aim to understand the changing situations, the commonalities, and the specificities of indigenous women across time and place. Students focus on: how are feminist movements culturally and historically situated; and how do representations of indigenous women shape knowledge and agency.

**T EGL 302 Tribal Critical Race Theory and Critical Race Theory (5) I&S, DIV**

Explores tribal critical race theory and critical race theory as an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in education and racialized lived experiences. Examines its utility and limitations, and considers its application to transform inequities.

**T EGL 303 Introduction to American Indian Education (5) I&S, DIV**

Examines the legacy of American Indian educational policies, practices, and impacts of the United States forced cultural assimilation through boarding schools. Students focus on: how American Indian boarding schools became an integral part of a historical assault on cultural and traditional identity.

**T EGL 304 Indigenous Ethnoecology (5) I&S, DIV**

Explores traditional Indigenous knowledge as a process, rather than as content. Demonstrates the importance of bridging traditional ecological knowledge to western ecology, and highlights the cultural and political significance of such knowledge for Indigenous groups themselves.

**T EGL 305 The American Indian Movement (5) I&S, DIV**

Traces the American Indian Movement from its beginning to its legacy using period specific literature. Explores what writings inspired the American Indian Movement and what writings the movement inspired.

Dedicates a significant portion of the class to student-centered research on the local AIM movement.

**T EGL 306 Indigenous Peoples of the Pacific (5) I&S, DIV**

Explores issues involving the Pacific Islands region, also known as Oceania, and the Indigenous peoples. Introduces students to the geography, societies, histories, cultures and contemporary issues of Oceania, including Hawai'i. Expands students' knowledge of the region and provide insights into Pacific Islander communities.

**T EGL 340 Intersections: Race, Gender, and Sexuality in a Global Perspective (5) I&S, DIV**

Examines the interrelationship between gender, race, class, sexuality, religion, and nationality and how these concepts vary across cultures. Focuses on the political, social, and cultural impact of large historical processes, such as capitalism and imperialism; slavery; nationalism; transnationalism; globalization; war and violence; and migration and diaspora.

**T EGL 365 Indigenous Ethnobiology (5) I&S, DIV**

Examines Indigenous ethnobiology - cultural knowledge of plants and animal - and the nature of traditional knowledge through the use of plants (ethnobotany) and animals (ethnozoology) and an examination of contemporary Indigenous issues: traditional versus commercial intellectual property rights to genetic and ecological diversity and medicinal plants, conservation, and traditional societies.

**T EGL 380 Gender and Sexuality Across Cultural and Historical Contexts (5) I&S, DIV**

Examines the embodied performances and politics of gender in a variety of contexts. Explores different definitions, constructions, and theoretical perceptions of gender and sexuality. Develops a deeper understanding of gender and sexuality in different cultures and historic moments through sociological and historical comparisons.

**T EGL 401 Critical and Indigenous Methodologies (5) I&S, DIV**

Explores how diverse indigenous and non-indigenous voices informed research, policy, politics, and the transformative frameworks of social justice. Examines the history of critical and indigenous theories and how it came to inform and impact qualitative research, and emphasizes reflective and applied learning.

**T EGL 419 African-American Culture and Consciousness (5) I&S, DIV**

Examines African-American culture and consciousness from slavery to present. Readings focus on the construction of African-American culture, racial identity, social consciousness, political thought, oppression and resistance, and the confluence of race, class and gender in shaping cultural expressions such as Blues, Jazz, Hip-Hop and aesthetics.

**T EGL 435 Migration in the Modern World: Migrants, Immigrants, and Refugees (5) I&S, DIV**

Examination of the dynamics of international migration in the modern world, with a focus on selected sending and receiving societies (western and non-western). Investigates both macro-economic and political influences on migration, as well as the involvement of social networks and households. Explores the diversity of population movements in historical perspective and in the context of competing theories of migration, settlement, and adaptation.

**T EGL 464 Indigenous Health, Political Ethnoecology and Governance (5, max. 15) I&S, DIV**

Examines the historical and indigenous (American Indian, Alaska Native, First Nations, Maori and Aboriginal) approaches to the meaning of health in modern and contemporary cultures, and how governance and educative discourse about health and ethnoecology have shaped post-colonial models of Indigenous health.

**T EGL 498 Study Abroad: Intersections (5-12)**

Explores intersectionality of differing social categories such as race, gender, ethnicity, class, religion, sexuality and so on in international local(es) to enhance understanding of global-local dynamics. Includes on-site interactions/collaborations with local organizations, scholars, activists and professionals; visits to cultural venues; and participation in community experiences.

## **Film Studies**

**T FILM 201 Introduction to Film Studies (5) VLPA**

Introduction to the languages and forms of cinema. Topics include narrative and non-narrative film; mise-en-scene, cinematography, and editing; the soundtrack; film directors, genres, and historical movements.

**T FILM 220 Film and the Arts (5) VLPA**

Examines connections between film and other art forms, such as literature, painting, music and theater/performance. Emphasizes methods of interpretation and critical theory in studying the relationships of artistic expression. Examines/may examine the work of major directors, writers, and artists, as well as examples at local museums and performance spacesd.

**T FILM 280 Hollywood Cinema I: Hollywood's Golden Age 1930-1959 (5) VLPA**

Examines the vast changes in film and society from 1930 to 1959, during the Golden Age of Hollywood. Considers films as art, as responses to social, political, economic, technological, and cultural conditions. Analyzes the coming of sound, the studio and star system, the Production Code, and genres.

**T FILM 281 Hollywood Cinema II: Post-Classical Hollywood 1960-2000 (5) VLPA**

Examines the changes in film and society from 1960 to 2000. Considers films as art, as responses to social, political, economic, technological, and cultural conditions. Analyzes the rise and impact of underground films, television, CGI, the civil rights movements, the Vietnam war, the Reagan era, and the Persian Gulf war.

**T FILM 348 Film and Human Values (5, max. 10) VLPA/I&S**

Examines contemporary and classical films in order to explore how they might disclose different dimensions of human meaning, value, virtue or their opposites. Analyzes how film has become a major part of twentieth-century existence, experience and expression. Views, discusses and analyzes selected films.

**T FILM 350 Screenwriting (5) VLPA**

Introduction to the fundamentals of theme, plot, character, and dialogue in writing for film and television. Students develop scripts, focusing on one central conflict, working in a workshop class format.

**T FILM 377 Spanish Film (5) VLPA**

Examines the ways in which Peninsular Spanish film reflects history, society, class, and gender issues. Develops understanding of film as an art form within a specific cultural context. Films in Spanish with English subtitles. No knowledge of Spanish required.

**T FILM 386 Silent Cinema (5) VLPA**

Surveys film history from 1895 to 1927. Studies masterpieces of international cinema in historical, aesthetic, technological, and social contexts.

**T FILM 387 World Film 1927-1959 (5) VLPA**

Examines major cinematic movements, trends, and individual works between 1927 and 1959. Considers films as art; as responses to social, political, economic, technological, and cultural conditions; and as transnational media phenomena.

**T FILM 388 World Film 1960-2000 (5) VLPA**

Examines major cinematic movements, trends, and individual works between 1960 and 2000. Considers films as art, as responses to social, political, economic, technological, and cultural conditions, and as transnational media phenomena.

**T FILM 420 Contemporary World Cinema (5) VLPA**

Study of trends in current international cinema: genres, geographical areas, technology, economics, and criticism.

**T FILM 434 Disability in Film (5) VLPA, DIV**

Examines the intersection of disability and film to consider how cinematic representations shape, reflect, perpetuate or challenge ableist ideas about persons with disabilities. Considers intersections with race, gender, sexuality, class, and disability. Emphasizes methods of interpretation and analysis from a variety of perspectives from disability studies and film studies.

**T FILM 436 Feminist Perspectives in Film and Literature (5) VLPA, DIV**

Introduces students to feminist theories of representation and methods of analysis. Examines film and literature from Feminism's First Wave (late 19th-early 20th century), the high-water mark of Second Wave Feminism (1960s and 1970s, with films into the 1980s), and Third Wave, also called the post-feminist era (1990s to present).

**T FILM 438 Gender and Sexuality in Film (5) VLPA, DIV**

Examines the intersection of gender, sexuality, and film to consider how cinematic representations shape and reflect ideas about masculinity, femininity, heterosexuality, and homosexuality, as well as social identities that fall outside these categories.

**T FILM 440 Writing Film Criticism (5) VLPA**

Explores the practice of film criticism through intensive reading and discussion of films and through writing and peer reviewing. Builds and understanding of the differences between film reviewing and criticism, and the importance of audience, style and approach. Prerequisite: One 300 or 400 level film class.

**T FILM 481 Film Theory and Aesthetics (5) VLPA**

Examines 20th century's major film theorists' conception of the raw materials, forms, and values and effects of the film medium. Considers how critical theory adds to the understanding and enjoyment of film. Explores how commercial and experimental films exemplify and challenge ideas presented in readings. Prerequisite: T FILM 220, T FILM 272, TCOM 347, CMS 270, or C LIT 270.

**T FILM 483 Film Directors (5, max. 10) VLPA**

Examines the idea of film authorship: does film, most often an industrial and collaborative medium, allow for the director's "individual" expression? Can we speak of a Woody Allen film in the same way that we speak of a Shakespeare play or a Jane Austen novel?

**T FILM 485 Media Genres (5, max. 10) VLPA**

Study of genre, the thematic classification of films (e.g. westerns, musicals) and television programming. Topics vary, but can include comedy, news/documentary, musical, and social-problem melodramas.

**T FILM 487 Cinema, Time, and Memory (5) VLPA**

Examines the flowering of time related themes in contemporary cinema (acknowledging that all of cinema is, in essence, time travel). Its main concerns are: time travel, reboots, remakes, pastiche (cinema or television "in the manner of" earlier works), and contemporary puzzle films (aka "complexity films").

**T FILM 499 Special Topics in Film Studies (5, max. 10) VLPA**

Offered occasionally by permanent or visiting faculty members. Topics vary.

## **Geography**

**T GEOG 101 Introduction to Geography (5) I&S**

Broad introduction to the field of geography within the context of globalization. Topics include the relationship between humans and their environment, the role of culture in landscape change, economic development, geopolitics, and urban systems.

**T GEOG 210 Geographies of Global Change (3) I&S *Coffey***

Introduces aspects of the economic, political, social, and environmental changes the world is experiencing and the new geographies being brought about by these changes. Includes such topics as population growth, environmental degradation and sustainability, food security, urbanization, poverty and inequality, development, the geopolitical arena, and the role of international organizations.

**T GEOG 321 Urban Geography (5) I&S *Coffey***

Examines the spatial organization of cities in relation to the economic, social, cultural, and political forces that shape them. Includes such topics as the evolution of cities, perceptions of urban space, gentrification, race and housing, homelessness, social exclusion, urban redevelopment, suburbanization, and planning. Emphasizes U.S. cities.

**T GEOG 349 Geography and International Trade (5) I&S**

Introduces theories, policies, geographic patterns, and practices of international trade and foreign direct investment. Topics include: trade theory and policy; economic integration; currency markets and foreign exchange; trade operations and logistics; the international regulatory environment; and marketing,

location and entry, and finance, accounting, and taxation. Equivalent to GEOG 349.

**T GEOG 352 Cultural Geography (5) I&S**

Cultural components and the analysis of the role of culture in the formation of landscape patterns and the development of a sense of place. Emphasizes issues and problems generated by globalization.

**T GEOG 403 Geography of the United States of America and Canada (5) NW**

Regional study of the United States and Canada based upon physical and cultural features. Examines continental and regional variations in terrain, climate, vegetation, economic, and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation.

**T GEOG 420 Gender, Space and Culture (5) I&S, DIV *Knoop***

Considers gender differences in experiences of space and place; the relationship between gender, geopolitics, and geographies of cities, regions, nation-states, and other social institutions; and gender differences in "making place" and interacting with environments. It considers multiple and competing theoretical perspectives, but especially feminist and queer ones.

**T GEOG 435 Contemporary Geopolitics (5) I&S**

Explores geopolitical concepts and relates them to contemporary global issues and debates. Examines both the influence of geography on politics and the geography of politics.

**T GEOG 440 Political Geography: Territory, State and Society (5) I&S *Dierwechter***

Introduction to political geography from the perspective of political economy and the politics of difference. Discusses both critical approaches to human geography and geographical interpretations of the state. Emphasizes spatial dimensions of capitalist development as mediated by urban, national and global politics. Offered: Sp.

## **Geosciences**

**T GEOS 107 Geohazards and Natural Disasters (5) NW**

Provides a scientific foundation and understanding of the basic natural and physical processes driving what we perceive as geohazards and natural disasters. Cannot be taken for credit if credit received for TESC 107.

**T GEOS 117 Physical Geology (6) NW**

Examines the fundamental geological processes that govern how the earth works. Includes plate tectonics, the rock cycle, volcanism, seismicity, surface processes and earth resources. Includes required lab. Cannot be taken for credit if credit received for TESC 117.

**T GEOS 215 Meteorology (5/6) NW**

Introduces the processes that determine weather and climate. Provides an overview of basic meteorological principles and explore the cause of extreme weather conditions and air pollution problems locally and globally. Cannot be taken for credit if credit received for TESC 215.

**T GEOS 216 Pacific Northwest Geology (5) NW**

Explores the rocks, plate tectonics, and other geologic features, and evolution of the Pacific Northwest, including the Cascades, Columbia Plateau, Olympic Mountains, and Yellowstone. Laboratory includes rock identification, and interpretation of topographic and geologic maps of the Northwest. Cannot be taken for credit if credit received for TESC 316.

**T GEOS 226 Pacific Northwest Geology Field Trip (1) NW**

One week field trip exploring rocks, plate tectonics, and evolution of the region, to include the Puget Sound, Cascades, Columbia Plateau, the Olympic Mountains. Includes rock identification, application of tectonic principles, and interpretation of geologic maps. Prerequisite: TESC 316 or T GEOS 216. Cannot be taken for credit if credit received for TESC 326.

**T GEOS 227 Earth History (5) NW**

Provides a scientific understanding of the physical and biological processes that have shaped the Earth over its 4.6 billion year history and relates this to issues facing society today. Cannot be taken for credit if credit received for TESC 227.

**T GEOS 241 Oceanography (5/6) NW**

Examines evolution, composition, structure, behavior and residents of the world's oceans, and geological characteristics of their residential basins. Covers all aspects of oceanography. Required lab section includes hands-on activities, computer simulations, discussion, student presentations, and field trips. Cannot be taken for credit if credit received for TESC 241.

**T GEOS 243 Geography of the Physical Environment (5-6) NW**

Investigates the physical and chemical processes that lead to Earth's diverse, dynamic landscapes. Introduces a geographic perspective on topics including climate and climate change, plate tectonics, mountain building, soils, hydrology, and coastlines, with a focus on the relationship between natural landscapes and habitats of living things, including humans. Cannot be taken for credit if credit received for TESC 243.

**T GEOS 319 From Mountains to Sea: Comparative Volcanoes (7) NW**

Examines different volcanic landscapes through comparative geologic field investigations and explores how geologic processes relate to local culture and history. Prerequisite: minimum 2.0 grade in either T CORE 101, TWRT 112, or TWRT 121.

**T GEOS 335 Introduction to Geomorphology (6) NW**

Introduces students to geomorphology - the study of Earth-surface processes and landforms. Examines basic geomorphic concepts introduced and general landform environments including (fluvial, glacial, coastal, hillslopes, etc.). Prerequisite: either TESC 117, T GEOS 117, TESC 243 or T GEOS 243; either TMATH 120 or TMATH 116. Cannot be taken for credit if credit received for TESC 335.

**T GEOS 337 Environmental Geology (6) NW**

Investigates the complex interactions between humans and their geologic environment. Examines environmental aspects of natural hazards, surface processes, geologic resources, and local geology. Required lab section includes hands-on activities, computer activities, student presentations, and field trips. Prerequisite: either TESC 117, T GEOS 117, TESC 241 or T GEOS 241; TESC 310 or TBIOMD



310, which may be taken concurrently. Cannot be taken for credit if credit received for TESC 337.

**T GEOS 341 Climate Change (5) NW**

Provides a scientific background to climate change. Emphasizes current global warming using examples of climate change from the geological record. Considers the impact of global warming together with policies and practices that address issues of global warming. Cannot be taken for credit if credit received for TESC 341.

**T GEOS 343 The Atmosphere and Air Pollution (6) NW**

Explores processes determining weather and climate and investigates how these phenomena relate to air pollution. Presents and applies meteorological principles to understanding global/local air pollution issues. Required lab section: hands-on activities, computer simulations, discussion and student presentations and/or field trips. Cannot be taken for credit if credit received for TESC 343.

**T GEOS 347 Environmental Earth Materials (6) NW**

Examines the physics and chemistry of materials that make up the solid Earth materials in environmental systems. Prerequisite: a minimum grade of 2.0 in either TESC 117 or T GEOS 117.

**T GEOS 415 Sedimentology (6) NW**

Detailed and comprehensive analysis of the field of sedimentology including surface processes, sedimentary petrology, sedimentary environments, and stratigraphy. Includes lab and field trips. Prerequisite: either TESC 117, T GEOS 117, TESC 337 or T GEOS 337. Cannot be taken for credit if credit received for TESC 415.

**T GEOS 417 Field Geology (7/12) NW**

Field-based knowledge of the geological environment of a specific region and an introduction to geological field techniques. 7 credit offerings are local, requiring in-class and 2 overnight field trips. 12 credit offerings will be based partially off-campus (may include international travel). Prerequisite: TESC 310, which may be taken concurrently; either TESC 117, T GEOS 117, TESC 337 or T GEOS 337. Cannot be taken for credit if credit received for TESC 417.

**T GEOS 419 Environmental Field Geophysics (7) NW**

Investigates shallow subsurface geological and environmental features using wave- and potential-based geophysical surveys and physical principles. Prerequisite: TESC 310, which may be taken concurrently; TESC 117 or T GEOS 117; and TESC 121 or T PHYS 121. Cannot be taken for credit if credit received for TESC 419.

**T GEOS 445 Estuarine Field Studies (7) NW**

Investigates saltwater estuarine systems with a focus on Pacific Northwest water-related issues. Uses intensive field studies to explore various aspects of the physical, chemical, biological and geologic conditions in a range of local saltwater environments in Puget Sound. Prerequisite: TESC 310, which may be taken concurrently. Cannot be taken for credit if credit received for TESC 445.

## **History**

**T HIST 101 Introduction to History Methods (5) I&S**

Introduces students to historians' methods for researching and writing, including Chicago style, with a focus on formulating, researching, and writing a history research paper on a topic agreed upon by the student and the instructor related to the instructor's field(s) of expertise.

**T HIST 102 Introduction to Global Studies (5) I&S**

Introduces interdisciplinary study of global phenomena and the basic methods for their assessment. Analyzes survey of trans- national, -regional, and -geographic trends, perspectives, and content topics. Emphasizes the mechanisms of the transmission and causal relations of social, cultural, political, and scientific developments and their respective spheres of influence.

**T HIST 111 The Ancient World (5) I&S**

Origins of Western civilization to the fall of Rome.

**T HIST 112 The Medieval World (5) I&S**

Political, economic, social, and intellectual history of the Middle Ages. Cannot be taken for credit toward a history major if HSTAM 331 or 332 or 333 previously taken.

**T HIST 150 World History: Prehistory to 1500 (5) I&S**

Surveys the social, political, economic, and cultural history of the world from Prehistory to the 15th century. May not be taken if student has already taken TCXG 230.

**T HIST 151 World History II 1500 to Present (5) I&S**

Surveys the social, political, economic, and cultural history of the world from the end of the 15th century to the present.

**T HIST 200 American History I, 1607-1877 (5) I&S**

Introduces, surveys, and analyzes American history from 1607-1877. Traces political, economic, social, and cultural trends of America's Colonial, Revolutionary, Early National, Antebellum, Civil War, and Reconstruction eras.

**T HIST 201 American History II, 1877-present (5) I&S**

Introduces, surveys, and analyzes American history from 1877-present. Traces the major political, economic, social, and cultural trends of the American eras of Industrial Revolution, Progressivism, 1920s, FDR and the New Deal, World War II, Cold War, 1960s, and Reaganism to the present day.

**T HIST 202 Global Theories and Methods (5) VLPA/I&S**

Familiarizes students with recent theories and methods toward understanding, interpreting, and analyzing interconnected causes and effect within the global sphere over extended periods of time.

**T HIST 203 Modern Europe in Global History (5) I&S**

Examines modern European history in relationship to global history including cultural, intellectual, social, political, and economic interchanges between Europe, Asia, Africa, and the Americas since the European Renaissance.

**T HIST 212 American Military History I (5) I&S**

Explores how early Americans conducted military campaigns from colonial times to 1939, looking at the impact of political, economic, cultural, historical, and technological factors shaping how America fought prior to WW II.

**T HIST 213 American Military History II (5) I&S**

Explores how modern American conducts military campaigns from 1939 to the present looking at the impact of political, economic, cultural, historical, and technological factors shaping how America fought after WW II.

**T HIST 220 African American History 1619-1865 (5) I&S, DIV**

Examines the social, political, economic and cultural history of African Americans in the United States from 1619-1865. Covers West African origins, the trans-Atlantic slave trade, slavery in the Americas, African American identities, and Black life in the Ante-bellum era.

**T HIST 221 African-American History 1865-1945 (5) I&S, DIV**

Examines construction of the 'Jim Crow' system of racial segregation in the United States, from the Supreme Court's Plessy v. Ferguson decision legalizing segregation in 1896 to the court's Brown v. Board of Education decision overthrowing it in 1954. Examines African-American history, culture, and resistance to segregation in this period.

**T HIST 222 African-American History 1945-Present (5) I&S, DIV**

Examines African-American history from 1945 to present. Focuses on African-American culture, racial identity, social consciousness, political thought, oppression and resistance, and the confluence of race, class, and gendering in shaping Black culture, politics, and society. Explores U.S. history through the lens of African Americans.

**T HIST 231 The Ancient Mediterranean World (5) I&S**

Covers political, economic, social, cultural, and intellectual history of the Mediterranean geographic sphere from prehistory to the fall of the Roman Empire and the rise of the Byzantine Empire.

**T HIST 251 The Global Twentieth Century (5) VLPA/I&S**

Surveys the interactive political, economic, cultural, and social developments that shaped the 20th-century world to the present.

**T HIST 260 Empires and Imperialism in World History (5) I&S**

Examines world history of the Roman, Chinese, Mongol, Ottoman, and Modern European empires and imperialism from ancient to modern times. Themes include empire as historical pattern related to political, economics, and cultural spheres of influence and exchange.

**T HIST 270 Premodern East Asia (5) I&S**

Examines premodern China, Japan, Korea and Vietnam from their earliest origins to the mid-eighteenth century. Considers social, cultural, political, economic and intellectual developments within a historical framework.

**T HIST 271 Modern East Asia (5) I&S**

Examines Modern East Asia, focusing on China, Japan, Korea and Vietnam from the mid-eighteenth century to the present. Considers social, cultural, political, economic and intellectual developments within a historical framework.

**T HIST 280 German Cultural History (5) VLPA**

Examines German cultural and social history from the Middle Ages to the post-unification era of the 21st century. Traces the broad development of German civilization through popular culture, literature, art, theater, film, music, and modern media.

**T HIST 290 A World History of Food (5) I&S**

Examines a world history of food from the Agricultural Revolution to Industrialization including the Columbian Exchange and ecological imperialism with specific foci on key commodities like sugar. Connects human relationships to food with their historical and social, political, cultural, and economic meanings through time and place.

**T HIST 315 Industrialization and Reform (5) I&S**

Examines the development of industrial capitalism and its effects on government, social institutions, workers and the environment, and on efforts to bring about reform. Provides a historical context for considering current debates about free markets versus planned or regulated economies.

**T HIST 320 Asian American History (5) I&S**

Examines the histories, cultures, and literatures of Chinese, Japanese, Filipinos, Koreans, East Indians, and Southeast Asians in America from 1850 to 2009. Focuses on struggles of individual groups confronting widespread hostility and poverty. Explores how they established viable communities that continue to flourish to the third, fourth, and fifth generations.

**T HIST 322 American Labor Since the Civil War (5) I&S**

Provides a history of workers and labor institutions from the era of industrialization to the post-industrial era, focusing on labor-management conflict, the rise and fall of unions, and on the role of government, the media, and other forces in determining events. Concludes with an assessment of labor today.

**T HIST 333 Early American Music, Art, Literature, and Theater (5) VLPA**

Examines the cultural life of Americans from Colonial times to the eve of the Civil War. Includes topics such as Anglo/Celtic and Afro folk and church music, landscape and genre painting, regional and frontier literature, newspaper humor, popular culture, circus, Chautauqua, and minstrel shows.

**T HIST 336 Black, Labor, and Protest Music in Historical Perspective (5) VLPA/I&S**

Presents distinctive musical traditions of African-American, labor and protest movements. Uses folk and protest music as a way to access and understand submerged elements of the American experience that are often ignored or lost to history. Reviews folk traditions embodied in American popular culture.

**T HIST 340 History of United States-American Indian Relations (5) I&S**

Examines the interrelations between Native Americans and European immigrants since 1500. Explores conflicts and problems in Indian-White relations in a historical context. Includes an analysis of Indian policy and major legislation, with a special focus given to the consequences generated for contemporary

Indian education and religion.

**T HIST 341 African-American History (5) I&S**

Considers some of the major themes and periods in African-American history, as well as the history and present-day manifestations of racial oppression and stereotyping in American life. Includes history texts, classics of African-American literature, films and music, and intensive classroom discussion.

**T HIST 343 Vietnam and the 1960s (5) I&S**

Examines the dissent and radicalism of the 1960s stemming from the Vietnam War, as well as civil rights and other causes. Explores various political questions pertinent to the 1960s through readings, films, music, and intensive discussion.

**T HIST 349 Minorities and Higher Education in American History (5) I&S**

Analyzes materials pertaining to the impact of socio-economic, cultural, racial, ethnic, and gender diversity in the American educational system. Studies the development of U.S. policies which both historically excluded and included minorities, women, and the economically disadvantaged population in America.

**T HIST 350 Modern Germany Since 1848 (5) I&S**

Explores the history of the modern German nation state from the nineteenth century to the present; the rise of nationalism and the 1848 Revolution; the Bismark era, Imperial Germany, World War I, the Weimar Republic, the Nazi Regime, World War II, divided Germany, the post-war era, reunification, and Germany today.

**T HIST 356 History of Christianity (5) I&S**

Examines Christian religion, including doctrine, practice, and church organization, from the time of Jesus Christ to the present, examining the religion's influence on culture, politics, and society.

**T HIST 363 Making of Russia (5) I&S**

Considers historical, social, and cultural forces creating the Russian Empire. Examines Russia's Kievan past, Mongol era, rise of Moscow, the country's transformation under Peter the Great and his heirs, and social and political movements that resulted in the Tsarist system's collapse. Films, music, and slides supplement lectures and discussions.

**T HIST 364 Modern Russia (5) I&S**

Explores Russia from Nicholas II through the Soviet era to contemporary Russia.

**T HIST 365 Europe in the Twentieth Century (5) I&S**

Examines major political, social, and cultural developments in twentieth century Europe. Explores the two world wars, fascism and communism as alternatives to parliamentary democracy, the Cold War, and the post-war integration of Europe, with the support of primary sources including cultural artifacts.

**T HIST 366 Europe in the Twenty-First Century (5) I&S**

Investigates the socioeconomic, environmental, political, and cultural conditions characterizing European integration since 1993. Analyses causal factors and normative policies through readings of primary and

secondary sources with an interdisciplinary focus on the history, structures, initiatives, and global relations of the EU.

**T HIST 372 Comparative Perspectives on East Asian and Latin American Development (5) I&S**

Focuses on two important regions of the world, broadly comparing historical, cultural, and social experiences and relating these differences in experiences in specific Pacific Rim and Latin American countries. Examines how internal dynamics of these regions has shaped their standing in the world economy despite external political and economic constraints.

**T HIST 375 British Empire (5) I&S**

Examines origins, expansion, and decline of British imperialism at home and abroad. Analyzes culture, society, economics, and politics of British imperialism using scholarly, popular, and primary sources from imperialists, anti-imperialists, colonists, and the colonized. Prerequisite: any 100- or 200-level T HIST course.

**T HIST 377 Art of the Americas (5) VLPA**

The art of the United States, Mexico, and Canada is united by common historical events. Explores the painting, sculpture, and architecture of these three countries in the context of indigenous cultures, conquest and colonization, revolution, independence, and the search for national identity.

**T HIST 378 American Architecture (5) VLPA**

Examines the architecture of the United States from early Native American structures to late twentieth-century buildings. Focuses on issues concerning style, technology, regionalism, functions, and reform to address the diverse forces that have shaped and continue to shape American architecture.

**T HIST 379 Modern Architecture (5) VLPA**

Examines twentieth-century architecture and its origins. Focuses on issues concerning style, technology, urbanism, regionalism, function, and reform to address the diverse forces that have shaped modern architecture.

**T HIST 380 History Methods Research and Writing Seminar (5)**

Covers developing a thesis, designing an outline, doing preliminary research, and preparing a history senior paper proposal with annotated bibliography and literature review. Includes required field trips to archival repositories.

**T HIST 385 Russian Civilization (5) VLPA/I&S**

Examines aspects of Russian culture from the perspective of individual Russian cultural figures. Includes: Andrei Rublev and Russian Orthodoxy; the Age of Pushkin; Turgenev and the Populist Tradition; Chaikovsky and the Development of a Russian National Music; the Cinema of Eisenstein; and Socialist Realism from Gorky to Rybakov.

**T HIST 410 Early American Politics, Constitution, and Law (5, max. 10) I&S**

Explores American political history from a variety of perspectives. Topics vary, including the American Revolution, Constitution and Bill of Rights, political party systems, Jacksonian democracy, nationalism and sectionalism, the Civil War and American laws and lawyers.

**T HIST 411 History of Religion in America (5) I&S**

Examines the significance of religion in American society from European colonization to the twentieth century. Topics include Puritanism, revivalism, women, slavery, ethnicity and immigration, and pluralism.

**T HIST 413 Civil Rights, Civil Liberties (5, max. 10) I&S**

Examines the historic personal and community rights, or lack thereof, embodied in the Constitution and Bill of Rights. Focuses on the history of efforts to preserve, extend or undermine these rights and on the status of these rights today. May be repeated for credit with instructor's approval.

**T HIST 416 Life and Thought: Martin Luther King, Malcolm X, and Angela Davis (5) I&S, DIV**

Explores the experiences and thinking of three well-known leaders of African-American protest in the 1960s. Interprets black radicalism in that era and the relationship of these three analysts and activists to their times and to the present.

**T HIST 417 United States History 1945-Present (5) I&S, DIV**

Examines U. S. history from 1945 to present. Examines the social, political, and economic history of the nation. Focuses on the role of culture, social consciousness, political thought, and the confluence of race, class, and gender in shaping U.S. history. Focuses on new developments in American life.

**T HIST 420 African-American Religious History (5) I&S, DIV**

Examines African-American religious practices from slavery to present. Focuses on the role of religion in African-American culture, racial identity, social consciousness, political thought, oppression and resistance, and the confluence of race, class, and gender in shaping Christianity, Islam, and traditional forms of African worship.

**T HIST 430 Introduction to Public History (5) VLPA/I&S**

Introduces students to the major issues and questions addressed by historians who work in the public sphere. Includes the interpretation of history, the role of history in popular culture, issues and aims in exhibiting history, the politics of public history, and historic preservation. Prerequisite: any T HIST course.

**T HIST 437 Doing Community History (5, max. 10) I&S**

Involves the student in researching the history of the community, with particular focus on ethnic diversity. Includes primary research in libraries; interviewing residents; transcribing/editing oral memoirs; and writing history. Covers research skills, as well as sensitivity to community values and concerns. May be repeated with instructor's permission.

**T HIST 440 Black Labor in America (5) I&S, DIV**

Provides an overview and a detailed consideration of the contributions of the black working class to the making of America. Examines historic racial-economic barriers which have held back development of African-American communities, and the continuing causes and possible solutions to the economic crisis affecting black working people today.

**T HIST 441 Black Freedom Movement in Perspective (5) I&S, DIV**

Explores the historical roots and present-day manifestations of movements against racial oppression and for empowerment in the African-American community, focusing heavily on the period since the 1950s.

Includes films, music, and popular as well as academic literature.

**T HIST 442 History of African American Education (5) I&S**

Explores the historical roots and present-day manifestations of movements against racial oppression and for empowerment in the African-American community, focusing heavily on the period since the 1950s. Sources include films, music, and popular as well as academic literature.

**T HIST 444 The Pacific Northwest (5) I&S**

Examines the history and society of the Pacific Northwest - that region encompassing modern Washington, Oregon, Idaho, western Montana, British Columbia, and Alaska. Includes topics such as native peoples, exploration and settlement, natural resources, economic development, government, folk culture, ethnicity, and modern problems.

**T HIST 445 History of Tacoma (5) I&S**

Surveys the history and fabric of Washington state's second largest urban center. Topics include early settlements, Tacoma as the Pacific terminus of the Northern Pacific Railroad, commercial and social currents, ethnic and political struggle as recurring forces, and the development of regional institutions, local governments, and locally based corporations. Emphasizes architecture, urban planning and growth, and the built environment of Tacoma.

**T HIST 451 Renaissance Europe (5) I&S**

Development of Renaissance humanism and its influence on culture, politics, and society in fourteenth-, fifteenth-, and sixteenth-century Europe and beyond.

**T HIST 452 Art, Culture, and History of the Eternal City (12) VLPA/I&S**

Uses Rome as a laboratory to understand the role of art, history, and urbanism in the development of Western culture. Addresses the many facets of the cultural development of Rome and Italy, including geography, history, urban design, art, and architecture. Research-based and includes extensive fieldwork.

**T HIST 456 North American Regions I&S (5, max. 10) I&S**

Examines the various regions of North America in comparative fashion. Topics may include the characteristics of the New England, Southern, frontier, Mississippi Valley, Canadian, Pacific Northwestern, and Southwestern regions of North America.

**T HIST 457 Anti-Semitism and the Holocaust (5) I&S**

Historical, cultural, psychological, philosophical, and artistic approaches to understanding the Holocaust, including an examination of the role of anti-Semitism, Nazism, eugenics, bureaucracy, technology, attitudes and participation of "ordinary Germans," and the role of army and police units in its formation and execution. Explores implications of the Holocaust for contemporary life.

**T HIST 462 History of Vietnam (5) I&S**

Examines Vietnamese history, culture, and society from the earliest days through the 1980s.



**T HIST 463 Premodern Japan (5) I&S**

Explores how, from its prehistory to the 17th century, Japan has blended native traditions with continental Chinese influences to create its own civilization. Examines the political, economic, social, and intellectual factors that have shaped Japan in the premodern age. Provides a background to understanding the development of modern Japan.

**T HIST 464 Modern China (5) I&S**

Traces the 19th and 20th century Chinese experience through China's struggles to modernize, its revolutionary experience, and the establishment and continuation of communist rule. Examines China's transformation from imperial rule to "People's Republic" by exploring political and economic change, and social, cultural, and intellectual change in an historical framework.

**T HIST 465 Modern Japan (5) I&S**

Traces the transformation of Japan from a feudal country under Tokugawa military rule in the 19th century to an economic super-power in the 20th century. In addition to historical and political issues, addresses social and cultural topics, as will the clash of traditional Japan with the modern, industrialized West.

**T HIST 466 Modern Korea (5) I&S**

Traces Korea's transition from traditional Asian state to modern nation emerging on the world economic scene. Explores how, because of its geographic location, Korea has suffered chaotic change in the modern period. Examines Korean society, culture, and politics, looking at Korea's period as a Japanese colony, the division of Korea, the Korean war, and recent developments.

**T HIST 467 Siberia and the Russian Far East (5) I&S**

Examines the geography and natural resources, peoples, history, literature, culture, and economic development of Siberia and the Russian Far East from their beginnings to the present day.

**T HIST 470 The Material World: Art and Artifacts (5/7) VLPA**

Examines material culture created and used by humans to cope with the physical world. Employs interdisciplinary methods drawing from art history, historical archaeology, anthropology, and museum studies. Uses hands-on study of everyday objects as a means to understand the world around us. Prerequisite: any T HIST course.

**T HIST 474 Imperial China (5) I&S**

Surveys the social, political, economic, and intellectual history of Imperial China from the earliest times to the 17th century. Provides a background to understanding the development of Asia in general and modern China in particular.

**T HIST 475 Twentieth-Century Britain (5) I&S**

Examines twentieth century British history, interpreting Britain's global role in the nineteenth century, its decline in the twentieth, and its re-emergence as a Western leader in the twenty-first century. Covers history from the Boer Wars to the 7/7 London bombings. Focuses on Britain in two world wars, the decline of British imperialism, and the effects of both in a globalized world.

**T HIST 477 Reformation and Counter-Reformation Europe (5) VLPA**

Explores the Reformation and Counter Reformation and their impact on institutions, governments, and individuals from the 16th through the 17th centuries. Examines politics, religion, culture, and intellectual thought in a socioeconomic context. Considers changing emphases, such as Papal Rome, the European courts, and the Dutch Republic.

**T HIST 478 Europe in the Nineteenth Century (5) VLPA**

Examine major political, social, and cultural developments in nineteenth century Europe, such as the Industrial Revolution, class struggle, nationalism, political freedom, and military conflicts. Emphasizes the analysis of social, economic, and political conditions as key influences on cultural production and its expression of the experience of modernity.

**T HIST 479 Modern European Culture (5) VLPA**

Surveys the history of modern European culture from 1870 through 1945. Explores the intersection between the arts, popular culture, intellectual thought, and politics with a focus on individual representatives of the avant-garde.

**T HIST 480 Eastern Europe in Transition, 1940-2000 (5)**

Examines the peoples and nations of Eastern Europe in times of fundamental change. Includes the impact of the Second World War, the imposition of Stalinism, attempts at liberalization in Hungary and Czechoslovakia, transformation associated with the Gorbachev era, and the region's economic, social, and political future.

**T HIST 484 The Pacific War (5) I&S**

Traces the Pacific War, examining the emergence of modern Japan, the sources of conflict in Asia and between Japan and the U.S., the battles that comprised the war, the home fronts of the involved nations and the war's end, and its impact on Asia and the world.

**T HIST 486 Contemporary Chinese Culture and Society (5) I&S**

Examines cultural life in China since the founding of the People's Republic of China in 1949. Includes political rituals (e.g., struggle sessions); socialist policies (e.g., household registrations, work units); post-Mao social classes and consumerism; and family relations and cultural practices such as gift-giving and relationship building.

**T HIST 487 Technology in the Modern World (5) I&S**

Examines social, cultural, and historical studies of the role of technology in the modern world. Themes include the unintended consequences of new technologies; the relationship between technology and the environment; production and consumption; and technology's role in forming divisions along lines of race, class, and gender.

**T HIST 488 History of Urbanization and the Environment (5) I&S**

Addresses the environmental impact of ancient, medieval, and modern cities. Includes the evolution of urban infrastructure and relations between city and countryside.

**T HIST 490 Medieval Technology (5) I&S**

Examines the nuts and bolts of medieval technology and urban life while exploring larger themes of the gendering of labor, the rebirth of cities, the uneasy relationship to Islamic civilization, and the destruction of the natural world.

**T HIST 491 Advanced Topics in the Ancient and Medieval Mediterranean World (5, max. 10) I&S**

Explores critically select topics in ancient and medieval Mediterranean studies with an emphasis on new and emerging perspectives and scholarship in the field.

**T HIST 495 The Metropolis (5, max. 10) I&S**

Examines the problems and opportunities associated with the development of the metropolis. Focuses on the 20th century, and the individual city selected changes, depending on quarter. Begins with an examination of such general issues associated with large cities as economic base, transport, social conditions, culture, and government, moves on to consider in detail one city.

**T HIST 497 Senior Thesis (5)**

Includes a significant independent research project planned and carried out by the student under the direction of a faculty member on a significant scholarly topic selected by the student in consultation with faculty. Prerequisite: TIAS 380 and approval of thesis proposal.

**T HIST 498 History Capstone (5) I&S**

Emphasizes analysis of methodological issues and developing students' research and writing skills in history. Includes a significant independent research project planned and carried out by the student to complete senior thesis and portfolio requirements, including the oral presentation. Prerequisite: minimum grade of 2.0 in either T HIST 380 or TIAS 380.

**Interdisciplinary Arts and Sciences****TIAS 109 Elementary Intensive German Study Abroad (6)**

Provides students with the basic skills necessary for speaking, listening, reading, and writing the German language at different levels of proficiency. Emphasizes contextual learning of the German language in relation to its culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Credit/no-credit only.

**TIAS 209 Intermediate Intensive German Study Abroad (6) VLPA**

Provides students with the basic skills necessary for speaking, listening, reading, and writing the German language at different levels of proficiency. Emphasizes contextual learning of the German language in relation to its culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Credit/no-credit only.

**TIAS 300 The Making of America (5) I&S**

Interdisciplinary study of diverse and changing American cultures. Topics may include materialism, art, and spiritual life; freedom and oppression; individualism and community; ethnicity, race, class and gender; social movements and social change; environmental ethics.

**TIAS 305 Seminar in Interdisciplinary Arts and Sciences (2, max. 10)**

Provides experience in extracurricular intellectual discourse and exposure to current research in the humanities, social sciences, and sciences that distinguish the IAS Program. Credit/no-credit only.

**TIAS 309 Advanced Intensive German Study Abroad (6) VLPA**

Provides students with the basic skills necessary for speaking, listening, reading, and writing the German language at different levels of proficiency. Emphasizes contextual learning of the German language in relation to its culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Credit/no-credit only.

**TIAS 328 The American Environment: Literature, Culture, and Social Policy (5) I&S**

Explores American environmental values as revealed in a wide variety of literary and historical texts. Considers how culture influences environmental policy and how environmental policy reveals fundamental qualities of American culture. Includes readings from poetry to environmental impact statements, and from nature essays to governmental land use plans.

**TIAS 330 German Culture, History, and Philosophy: Frankfurt am Main (6) VLPA/I&S**

Provides theoretical and practical introduction to German Studies by exploring issues of German culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Considers how this city is connected to European and global trends. Relates this international context to student's personal, academic, and professional experiences. Prerequisite: one 300-level T HIST, T PHIL, or GERMAN course. Credit/no-credit only.

**TIAS 340 Development and Wellness in Africa (5)**

Explores international, national and local institutions in health and development policy in an African region. Prepares students for the political, economic, and social context of their internships. Facilitates reflection and application of high impact learning experience for the return to campus.

**TIAS 396 Internships and Career Development (2)**

Explores the vital link between university learning and the working world through self-assessment, presentations by business people and non-profit professionals, and through an examination of what it means to be an effective professional. Students learn about the vital role an internship plays in a career pathway.

**TIAS 443 Ethnicity and the Urban Landscape (5) I&S**

Focuses on the intersection of ethnicity, architecture, and urbanism in the United States. Explores the concept of ethnic identity and the creation of a sense of place in urban environments. Examines local neighborhoods as a starting point for students' own investigations of ethnicity and the urban landscape.

**TIAS 480 Experiencing China (5/10) I&S**

Examines the history, culture, language, and politics of China. Classes held at Beijing University, People's Republic of China. Corequisite: either TCHIN 101, TCHIN 102, TCHIN 103, TCHIN 201, TCHIN 202, or TCHIN 203.

**TIAS 485 Study Abroad in the Social Sciences (5-15, max. 24) I&S**

Uses an interdisciplinary approach integrating a social science perspective and another discipline such as art, literature, history, architecture, philosophy, urban studies, etc. in this field study course. Taught on site and includes interaction with foreign scholars, local exhibits and sites, and local community experiences where appropriate.

**TIAS 486 Art and the Evolution of Consciousness (5-12) I&S/VLPA**

Examines how the evolution of human consciousness is reflected in the arts in a field based study abroad program. Integrates history, the arts, philosophy, literature and the social sciences. Taught extensively in the cities and towns of Europe visited in that particular program year.

**TIAS 490 Special Topics (3-5, max. 15)**

Advanced course offerings designed to respond to faculty and student interests and needs.

**TIAS 491 Professional Portfolio Design (2)**

Develops professional proficiency through the creation and revision of an electronic portfolio on a platform accessible to all, including users with disabilities, for future use in their intended career field. Refines analytical and reflection skills through careful selection, framing, and presentation of artifacts from students' programs of study. Credit/no-credit only.

**TIAS 492 Independent Creative Project (1-5)**

Produce advanced creative projects that build on or complement other major-specific coursework. Plan and carry out projects in consultation with a faculty adviser and write a reflective or analytical paper to accompany the creative work. Credit/no-credit only.

**TIAS 493 Contemporary Spanish Culture (5) I&S/VLPA**

Uses contemporary literary texts in translation, film, music, and art as a basis for exploring the way Spanish people construct their identity and relate to the outside world. Focuses on issues of gender, immigration, racism, terrorism and nationalisms from an interdisciplinary perspective. Taught in English.

**TIAS 494 Honors Thesis/Project (1-5, max. 10)**

Research and writing of a thesis supervised by a full-time IAS faculty member on a significant scholarly topic for students admitted to the IAS honors option.

**TIAS 496 Internship (1-15, max. 15)**

Internship in the public or private sector, supervised by a faculty member. Permission based on approval of proposal submitted in advance of the internship. Credit/no-credit only.

**TIAS 497 Senior Thesis (5)**

A significant independent research project planned and carried out by the student under the direction of a faculty member on a significant scholarly topic selected by the student in consultation with faculty.

**TIAS 498 Directed Readings (1-5, max. 15)**

Faculty-supervised individual readings in areas of special need for students. Topics will vary.

**TIAS 499 Undergraduate Research (1-5, max. 15)**

Individual advanced research projects carried out under supervision of individual faculty member.

**TIAS 501 Models and Critical Inquiry (5)**

Role of models in conceptual and analytic processes, with special attention to relative strengths and weaknesses of linear and holistic models. Examines the application of these models and familiarizes students with their selective and combined use across a range of problem areas.

**TIAS 502 Culture and Public Problems (5)**

Analysis of how public problems are constructed and preferred solutions defined. Examination of how institutional, professional and political actors make claims about the nature of a problem, its causes and appropriate domains of action - e.g., medical or legal, private or public.

**TIAS 503 Evidence and Action (5)**

Examines the theoretical formulations of public action. Analyzes how different ways of understanding and validating knowledge define the perception of alternative courses of action. Explores the practical consequences of theoretical choices.

**TIAS 504 Values and Action (5)**

Examines moral grounding of human action in organizational settings. Analyzes how different disciplines understand the framing and weighing of values in public decision-making. Inquiries into the common strategies employed in practice to deal with the inevitable value dimension of action and policy.

**TIAS 505 IAS M.A. Capstone (5)**

Provides an opportunity to explore the themes of the four core courses to the specific substance of the student's master's thesis or project. Prerequisite: TIAS 501; TIAS 502; TIAS 503; TIAS 504.

**TIAS 513 Graduate Research and Writing (5)**

Introduces skills to understand published research and to formulate research questions. Includes advanced work in discipline-specific rhetorical strategies and analysis of complex readings.

**TIAS 515 Themes in the Interpretation of Culture (5)**

Analyzes selected themes in the study of modern culture, such as health and medicine, sexuality, consumption, television, advertising, film, literature, art, music, architecture, and social, or cultural history.

**TIAS 520 Critical Analyses of Foundational Texts (5)**

Focuses on critical reading of selected great books. Works chosen vary, depending on the expertise of the instructor. Open to undergraduates with permission.

**TIAS 530 German Culture, History, and Philosophy: Frankfurt am Main (6)**

Provides theoretical and practical introduction to German Studies by exploring issues of German culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Considers how this city is connected to European and global trends. Relates this international context to student's personal, academic, and professional experiences. Prerequisite: one 300-level T HIST, T PHIL, or

GERMAN course. Credit/no-credit only.

**TIAS 548 Cultural Administration and Policy (5)**

Analyzes the social, cultural, economic and creative foundations of cultural management and policy. Emphasizes critical and creative thinking in evaluating the role and function of non-profit arts institutions within the complex fabric of contemporary society. Municipal, state, and federal spheres of influence on public policy are closely examined.

**TIAS 590 Independent Study (1-10, max. 20)**

Faculty-supervised independent study, readings and special projects for graduate students. Topics vary. Prerequisite: permission of instructor.

**TIAS 596 Internship (1-10, max. 10)**

Faculty-supervised internships for graduate students. Internships and projects vary. Prerequisite: permission of instructor. Credit/no-credit only.

**TIAS 598 Directed Readings (1-10, max. 20)**

Faculty-supervised readings for graduate students. Prerequisite: permission of instructor.

**TIAS 599 Directed Research (1-10, max. 20)**

Faculty-supervised research for graduate students. Prerequisite: permission of instructor.

**TIAS 605 Degree Project (1-10, max. 30)**

By permission of instructor. Credit/no-credit only.

**TIAS 700 Thesis ([1-10]-)**

Faculty-supervised thesis for graduate students. Prerequisite: permission of instructor. Credit/no-credit only.

## **Latino/a and Latin America Studies**

**T LAX 225 Latinx/a/o Cultural Expressions (5) VLPA, DIV**

Addresses the cultural experiences and expressions of immigration, movements, resistance, testimonies, identities, performance, popular culture, and language. Using an interdisciplinary approach, from imaginative literature to social science, we explore Latino communities in the United States and the issues that divide and unite them through cultural and creative practices.

**T LAX 238 Latinos in the United States (5) VLPA/I&S, DIV**

Provides a critical overview of some of the social conditions, structures, and historical dynamics that have shaped the experiences of Latino/a populations in the U.S. Offers an emphasis on Latinos' significant cultural, political, and economic influences, and examines cultural expression to discuss Latino/a perspectives on culture and politics.

**T LAX 250 Latinos/as in the Media (5) VLPA, DIV**

Examines the ways Latino/a communities have been presented in various media industries, such as in film, television, digital content, radio, advertising, literature, music, the press, etc., to understand the politics of production, representation and circulation of Latinidad as framed in the United States.

**T LAX 267 Introduction to Chicano/a Literature (5) VLPA, DIV**

Provides an introduction to chicano/a literature to understand the historical, social, and cultural contexts in which literary works were produced. Topics include issues of hybrid cultures(s), gendered and ethnic identities, social justice, and language in our analyses of novels, short stories, essays, poetry, and drama. No knowledge of Spanish required.

**T LAX 277 Latin American Literature (5) VLPA**

Introduction to Latin American literature in English translation, with emphasis on how literary texts reflect culture. Includes works of fiction, non-fiction, poetry, and drama from Mexico, the Caribbean, and Central and South America.

**T LAX 290 Latinx Social Movements (5) I&S, DIV**

Examines U.S. Latinx social movements around immigration, language rights, labor, education, arts, and cultural preservation to provide a framework for understanding the complexity of Latinx historical social and political positions through the engagement of interdisciplinary texts.

**T LAX 333 US Latino Histories (5) I&S, DIV**

Examines the histories of Latino Americans as created and claimed from Latinx perspectives. Students develop insight into how historical processes shape diverse Latinx experiences and social and cultural contexts (including various regional and transnational contexts) with a nuanced understanding and focus on the lived experiences of local Latino communities. Recommended: T LAX 238, or 5 credits in a related field at the 200-level in T EGL, T HIST, T AMST, T SOC, or placement in 300-level TSPAN.

**T LAX 340 Religions in Las Americas (5) I&S, DIV**

Investigates transnational religious expressions within Latin America and their influence on social, cultural and political experiences of Latino populations. Studies indigenous beliefs, orthodox, popular and liberationist Catholicism, African-Latino religious expressions, traditional and charismatic Protestantism and new religious expressions as they relate to identity, resistance, conformity throughout the Americas.

**T LAX 355 Migration and the Transnational Family in Latino Literature and Film (5) VLPA/I&S, DIV**

Focuses on contemporary Latin American migration to the U.S. and transnational families in U.S. Latino texts and films. Topics include factors that perpetuate transnational migration, the personal impact of migration, and the consequent re-negotiation of gender, national, and ethnic identities. No knowledge of Spanish required.

**T LAX 356 Latinx Urban Communities (5) I&S, DIV**

Introduces Latinx urbanism, an interdisciplinary area of inquiry seeking to understand the impact of Latinx people on U.S. cities and metropolitan areas. Drawing from urban studies, cultural studies, rhetorical studies, and cultural geography, examines historical and contemporary issues affecting Latinx populations, as well the ways Latinx people are at the center of urban life in the U.S.



**T LAX 360 Latinx Performance Histories (5) VLPA, DIV**

Introduces Latinx performance histories while examining the social and historical context that produces Latinx creative output and introducing a framework that provides the language to discuss a Latinx performance aesthetic. Emphasis is placed on texts and performances reflective of a hybrid culture and language.

**T LAX 376 Latin American Film (5) VLPA**

Examines the ways in which Latin American film reflects history, society, class, and gender issues. Develops understanding of film as an art form within a specific formal cultural context. Films in Spanish or Portuguese with English subtitles. No knowledge of Spanish required.

**T LAX 380 Latinx Sexualities (5) I&S, DIV**

Examines the gendered and sexual dimensions of Latina/o and Latinx experiences. Considers the multiplicity and intersections of identities, practices, spaces, and issues from a feminist perspective. Students analyze the ways Latinx sexualities appear in, and are constructed and contested through the media, policy and legal discourses, and other cultural production.

**T LAX 400 Afro-Hispanic Culture (5) VLPA**

Uses literary texts in translation, film, music, and art as a basis for exploring the importance of Afro-Hispanic in the development of the cultural richness of Latin America. Focus on issues of race, gender, self-representation and nationalism from an interdisciplinary perspective.

**T LAX 410 Caribbean Basin: Selected Topics (5, max. 10) I&S**

Covers selected themes concerning the region comprised of the Caribbean Islands, Central America, Venezuela, and Colombia. May be repeated for credit with instructor's approval.

**T LAX 435 Popular Movements in Latin America (5) I&S**

Examines popular movements in Latin America, including historical background of modern popular organizations, an analysis of the evolution of the discourse surrounding the terms "popular movement," "social movement," and "civil society." Discusses contemporary trade unionism, grass-roots peoples' initiatives, cooperative movements, guerrilla organizations, human rights groups, and feminist movements.

**T LAX 441 Mexican Cinema and Society (5) I&S/VLPA**

Examines development of Mexican cinema in its historical and social context. Covers how films reflect history, society, class, and gender issues. Provides an understanding of Mexican culture, and of film as an art form. No knowledge of Spanish is required.

**T LAX 461 Contemporary Mexican Culture (5) VLPA**

Uses contemporary literary texts in translation, film, music, and art as a basis for exploring the ways Mexicans see themselves and the world around them. Focuses on class, race, and gender issues from an interdisciplinary perspective. Taught in English. Topics vary.

**T LAX 462 Women in Latin America (5) VLPA/I&S, DIV**

Uses memoirs, letters, histories, biographies, literary texts in translation, film, and music as a means of exploring the lives of women in Latin America. Examines a variety of gender issues from an

interdisciplinary perspective. No knowledge of Spanish required.

**T LAX 463 Contemporary Cuban Culture (5) VLPA**

Examines contemporary Cuban literature in English translation, film, music, dance, and the visual arts in Cuba as a representation of cultural identity. Focuses on class, race, and gender issues from an interdisciplinary perspective. Includes work by Cubans on the island and in exile. No knowledge of Spanish required.

**T LAX 465 Latin American Visual Arts (5) VLPA**

Uses visual art as a basis for exploring different cultural/historical issues in Latin America in the twentieth century. Focuses on issues of colonization, self-representation, nationalisms, globalizations, and cultural appropriation from an interdisciplinary perspective.

**T LAX 476 Latin American Women Writers (5) VLPA**

Examines novels, short stories, poetry, drama, and essays by contemporary Latin American women writers. Includes such themes as dictatorship, political and sexual repression, colonialism, racism, class issues, and the obstacles faced by women writers in a society where they are often considered second-class citizens.

## **Law**

**T LAW 150 Introduction to the American Legal System (5) I&S**

Provides an introduction to the American legal system, and examines how judicial processes relate to American politics. Describes the organization of state and federal courts; judicial selection and elections; and the functioning of criminal, civil, and appellate courts, including the U.S. Supreme Court.

**T LAW 200 Pre-Law Seminar (2)**

Teaches students about the practice of law, the law school admissions process, and legal careers. Students will gain practical insight, engage in community-based learning where appropriate/possible, and have the opportunity to interact with legal professionals. Credit/no-credit only.

**T LAW 215 Introduction to International Organizations (5) I&S**

Explores historical, theoretical, and empirical aspects of the United Nations, its specialized agencies, and other international organizations, both governmental and nongovernmental.

**T LAW 300 Street Law (2, max. 4) I&S**

Explore an area of law that interests the students and to then communicate what they have learned to their local community. Specific legal issues explored will depend on their interests, and will change each time the course is offered. Credit/no-credit only.

**T LAW 320 American Constitutional Law: Institutional Powers and Constraints (5) I&S**

Explores the role of the Supreme Court in interpreting the United States Constitution. Covers the role of the federal government in relationship with the states, judicial review, the separation of powers, and economic due process.

**T LAW 339 Washington Environmental Law (5)**

Examines Washington State environmental statutes through reading, writing, and discussion of regulations and case studies. Takes a case law approach to evaluate laws in biological conservation, energy, land use, mineral rights, air and water quality, and other complex environmental arenas, and how Washington courts have interpreted such laws.

**T LAW 348 Gender and Law (5) I&S, DIV**

Studies the way gender norms influence legal processes and the role of the law in gendered social change. Explores some of the practical strategies men and women may employ in order to negotiate and use gendered constraints to their advantage.

**T LAW 361 American Constitutional Law: Rights and Liberties (5) I&S**

Explores the role of the United States Supreme Court in interpreting the Bill of Rights. Covers topics such as freedom of speech and religion, privacy, equal protection, and criminal due process.

**T LAW 363 Law in Society (5) I&S**

Inquiry into how law matters in social practice. Examines general theories of law, the workings of legal institutions, and the character of legally constituted practices and relationships in diverse terrains of social life.

**T LAW 367 Comparative Law and Courts (5) I&S**

Introduces comparative judicial politics, focusing on the relationship between law and politics in cross-national perspective, as well as the function of supranational and international legal entities in the international system.

**T LAW 422 International Humanitarian Law (5) I&S**

Investigates International Humanitarian Law (sometimes called the Law of Armed Conflict), the field concerned with rules developed by civilized nations to protect the victims of armed conflict, including the Geneva Conventions. Case studies include the conflict between Israel and the Palestinians, as well as developments in Afghanistan and Iraq.

**T LAW 423 International Law (5) I&S**

Origin and present status of efforts to make rules of conduct for sovereign states; simulation of a treaty-drafting conference, with students playing roles of legal advisers to foreign governments.

**T LAW 424 The Politics and Law of International Human Rights (5) I&S**

Studies the international human rights movement in its legal and political context. Focus on institutions which influence, enable, and constrain the international promotion of human rights.

**T LAW 438 Federal Environmental Law (5) I&S**

Examines the historical and policy framework of major environmental laws and regulations. Takes a case law approach to evaluate laws in biological conservation, energy, land use, mineral rights, air and water quality, and other complex environmental arenas, and how courts (primarily in the United States) have interpreted such laws.

**T LAW 452 Race, Ethnicity, and the Law (5) I&S, DIV**

Examines the 20th century evolution of equal protection and due process. Particular focus placed upon the case law, its societal context, and its impact upon persons of color.

**T LAW 465 Law and Public Policy in the United States (5) I&S**

Relationship between law and public policy, with particular attention to problems of social, economic, and political change. Considers legal and constitutional processes as they relate to such problems of public policy as race relations, the environment, and the economy.

**T LAW 486 Field Work in Law and Policy (5) I&S**

Applies work in policy and law. Student engage in fieldwork and research to examine a policy issue in the community. Working collaboratively with community members and lawmakers, students propose legislation, and publicly present recommendations to lawmakers. Prerequisite: either TPOL S 202, TPOL S 305, or TPOL S 382.

**T LAW 496 Law and Policy Internship (5-15, max. 15) I&S**

Intern in federal, state and local legal and policy-oriented organizations. Fulfills Law and Policy major's capstone requirement. Prerequisite: Senior standing; recommended: Designed for graduating seniors. Offered: AWSp.

**Literature****T LIT 101 Understanding Literature (5) VLPA**

Develops essential tools for close and informed reading of fiction, drama, and poetry. Considers how a text generates aesthetic pleasure, how it achieves moral or social impact. Develops skills in literary analysis through reading literary texts, through discussion, and through critical writing.

**T LIT 210 Studies in American Literature (5) VLPA**

Examines the aesthetic, social, and cultural expressions of American Literature through its major authors, modes, themes, and periods. Students will practice the analysis of literary discourse and the formation of critical arguments.

**T LIT 220 Literature and the Arts (5) VLPA**

Examines the connections between literature and other art forms, such as film, painting, music, and performance. Emphasizes the methods of interpretation and critical theory in studying the relationships of artistic expression. Studies the work of major artists and writers, as well as examples at local galleries, museums, and performance spaces.

**T LIT 230 Multi-Ethnic American Literature (5) VLPA, DIV**

Examines multicultural and multi-ethnic literature by American authors. Focuses on novels, short stories, essays, and poetry that examine the social construction of race in American society, the construction of American identity, and the intersections of race, class, and gender.

**T LIT 237 Introduction to Literature and Environment (5) VLPA**

Examines the concepts of "nature", "environment", and "wilderness" across a range of literary texts produced by a variety of voices and considers how broader contexts-such as the historical, personal, or

cultural-shape how writers represent nature and environment in their work.

**T LIT 240 Studies in English Literature (5) VLPA**

Examines the aesthetic, social, and cultural expressions of English literature through its major authors, modes, themes, and periods. Students will practice the analysis of literary discourse and the formation of critical arguments.

**T LIT 251 Ancient Literature of Western Civilization (5) VLPA**

Examines works of literature and philosophy of ancient Western Civilization as the foundation for subsequent Western writing and thought. May include Homer's *Odyssey*, Sophocles' *Oedipus the King*, Plato's *Apology*, and Virgil's *Aeneid*.

**T LIT 252 Medieval and Renaissance Literature of Western Civilization (5) VLPA**

Critically examines works of literature and literary theology from the medieval and Renaissance eras in Europe. Explores works as "archetypes," i.e., the foundation for subsequent European writing and thought of all kinds. Includes Dante's *Inferno*, Shakespeare's *Hamlet*, and Milton's *Paradise Lost*.

**T LIT 253 Modern Literature of Western Civilization (5) VLPA**

Examines literary works of Western civilization from the modern era, works important to subsequent Western writing and thought of all kinds. May include Swift's *Gulliver's Travels*, Goethe's *Faust*, Kafka's short stories, and Woolf's *Mrs. Dalloway*.

**T LIT 305 American Literary Movements, Genres, and Historical Periods (5, max. 10) VLPA**

Studies movements (Transcendentalism, Modernism, the Harlem Renaissance, etc.); genres (poetry, fiction, drama, essay); historical periods (American Renaissance, the '20s, etc.); and investigates the literature of ethnic, political, and/or regional groups. May be repeated for credit with instructor's approval.

**T LIT 306 Studies in Selected American Writers (5) VLPA**

Analysis of selected American writers, focusing on their depictions of success and failure, and their characteristic styles of affirmation and alienation. Are there typically American patterns that can be discerned? What makes a writer's vision compelling?

**T LIT 311 Themes in American Literature (5, max. 10) VLPA**

Studies major themes addressed by writers in America. Includes topics such as: individualism, identity and community; sex, love and marriage; justice and injustice; industrialization, technology and the city; authenticity and egalitarianism; and race relations. May be repeated for credit with instructor's approval.

**T LIT 313 American Poetry (5) VLPA**

An examination of different types of American poetry. Emphasizes writers from a variety of backgrounds. Poems approached from formal, thematic and historical perspectives.

**T LIT 320 African American Literature from Slavery to the Present (5) VLPA, DIV**

Readings, films, lectures, and class discussions will focus on constructions of racial identity, social consciousness, race class, and gender relations as reflected in novels, short stories, essays, and poetry

by African American authors.

**T LIT 324 African American Women's Literature (5) VLPA, DIV**

Examines female slave narratives and novels from the Harlem Renaissance, Social Protest Movement, and the contemporary period. Examines how black women illustrate social constructions and intersections of race, gender, and class. Readings, lectures, and films will explore the political motivation and public response to black women's writing.

**T LIT 325 Medical and Ethical Issues in Literature and Culture (5) VLPA**

Examines various medical and bioethical issues through the lens of literature. Explores the role of technology, illness and culture, and end-of-life issues. Offered: jointly with T HLTH 325.

**T LIT 331 Immigrant and Ethnic Literature (5) VLPA**

Explores dynamics of cultures in contact and conflict and examines how literatures of different ethnic groups reflect this contrast. Emphasizes historical and cultural perspectives on immigrant and ethnic experience in the U.S. Analyzes literature depicting different aspects of the immigrant and ethnic experience within the larger context of America.

**T LIT 332 Asian American Literature (5) VLPA**

Examines major works of Asian American literature and the "double burden" of Asian American writers in both creating art and representing a group. Compares this "burden" to those of writers of other ethnicities. Includes historic themes and represents voices of marginalized groups commenting on themselves and on mainstream society.

**T LIT 335 Middle Eastern American Literature (5) VLPA, DIV**

Focuses on literature produced by Middle Eastern Americans, examine how these texts explore questions of identity through intersections of race, gender, and class, as well as religious, historical, and sociopolitical contexts, and taking into consideration both popular culture and the traditions to which this literature responds.

**T LIT 338 Writing in the Pacific Northwest (5) VLPA**

Examines the way place or region provides a context for writing. Compares several kinds of writing from the Pacific Northwest (e.g., history, journalism, fiction, nature writing) and analyzes how writing is made more effective by awareness of audience, setting and occasion for writing.

**T LIT 343 Shakespeare (5, max. 10) VLPA**

Examines selected works of English playwright William Shakespeare. Students read plays and engage in class discussion and textually supported interpretations in writing. Covers historical background of Shakespeare's England and play settings, as well as relevant theology, philosophy, and natural science.

**T LIT 344 Oregon Shakespeare Festival (2) VLPA**

Studies the texts and attends the performances of plays by Shakespeare playwrights during a short excursion to the Oregon Shakespeare Festival. Emphasizes the production of a play as an interpretation of the text. Typically includes a backstage tour of 3 theaters and a private discussion with an actor.

**T LIT 351 Ancient Greek Tragedy (5) VLPA**

Examines selected tragedies of Aeschylus, Sophocles, and Euripides.

**T LIT 352 Medieval Quests (5) VLPA**

Examines important works of literature and literary theology from the medieval era, broadly construed. Special attention to the theme of the "quest." Texts include Augustine's Confessions, Beowulf, The Quest of the Holy Grail, Sir Gawain and the Green Knight, and Don Quixote.

**T LIT 371 The World Stage (5, max. 10) VLPA**

An investigation of western and non-western forms of staged performance from a historical, social, political, and cultural perspective. Subjects include the classical stage, medieval mystery plays, Jesuit theater, Noh and Kabuki theater, the Peking opera, Yiddish theater, Agit-Prop, the cabaret, the operatic gesamtkunstwerk, Avant-Garde theater, and Performance Art.

**T LIT 380 Myth and Literary Sagas in Creative Expression (5) VLPA**

Explores the creative depictions of mythological themes, legendary heroes, and literary sagas. Special attention given to myth, legend, and literature in traditional cultural expression and their dramatic transformation in cinema. Themes include 'the hero of many faces,' and 'love and tragedy.'

**T LIT 388 Cross Cultural Studies in Contemporary Women's Fiction (5) VLPA, DIV**

Examines novels and short stories concerned with race, politics, feminism, and the representation of women. Issues addressed include minority discourse, autobiographical modes, myth, storytelling, definitions of womanhood, and cultural identification. Writers studied include Allison, Erdrich, Silko, Kingston, Tan, Morrison, and Cisneros.

**T LIT 390 Varieties of Literary Criticism (5) VLPA**

Investigates different approaches to reading and analysis of literary texts. Draws readings from a range of theoretical and practical criticism. Considers how critical theory adds to the understanding and enjoyment of literature. Gives attention to the history of critical ideas.

**T LIT 391 Science Fiction Literature (5) VLPA**

Explores science fiction from various cultures and historical periods as a distinct literary genre that explores the boundaries, not just of space, but of moralities and belief systems, and what it means to be human; covering themes which may include robots/AI; alien encounters; speculative fiction; space voyaging, or time travel. Recommended: Completed at least one 200-level literature course.

**T LIT 406 Children's and Young Adult Literature (5) VLPA**

Explores the variety and richness of contemporary children's and young adult literature. Discusses current trends and issues, and explores multi-ethnic literature and literature from other countries.

**T LIT 425 Literature of the Harlem Renaissance (5) VLPA, DIV**

Examines the images, themes, and characterizations in literature written by African Americans during the Harlem Renaissance. Writers include Johnson, Hughes, Larsen, Harston, Cullen, Fauset, Thurmman, White and McKay.

**T LIT 431 Contemporary Native American Women's Literature (5) VLPA, DIV**

Examines novels, short stories, and poetry by contemporary Native American women authors. Addresses racial and gender oppression, reservation life, acculturation, political and social emergence as well as the leadership role of Native American women. Writers studied include Erdrich, Silko, Hogan, Tapahonso, and Harjo.

**T LIT 432 American Indian Literature (5, max. 10) VLPA**

Studies American Indian literature reflected in thematic and topical expressions. Examines content revolving around leading Native American writers, and/or non-Indian depictions of Native Americans, and/or American Indian biographical studies. May be repeated for credit with instructor's approval.

**T LIT 433 Native American Literature and Federal Indian Law (5) I&S/VLPA, DIV**

Examines major Native American texts against the backdrop of federal Indian law. Native Americans have consistently been resisting and reacting to federal laws aimed at limiting their sovereign rights. Looks at how characters resist and undermine colonial forces in ways unique to Native American culture.

**T LIT 437 Topics in Literature and Environment (5) VLPA**

Examines nature writing and environmental literature through the lens of a focused topic. Includes topics such as: Wilderness Tales, Nature and Industry, Women in Nature, Environmental Apocalypse, Nonhuman Animals in Literature, and Beyond Nature Writing. May be repeated for credit with instructor's approval.

**T LIT 458 Modern Novel (5) VLPA**

Examines Cervantes' Don Quixote and twentieth-century works inspired by it. May include Don Quixote, Kafka's Castle, Borges' Labyrinths, and Nabokov's Pale Fire.

**T LIT 476 American Women's Literature: Nineteenth and Twentieth Century Texts (5) VLPA, DIV**

Examines primarily novels and short stories by American women authors from the nineteenth and twentieth centuries. Explores women's work, women's education, women's activism, marriage, motherhood, and crimes committed against and by women. Addresses the construction of female identity and how American women authors revise American history and literature.

**T LIT 481 Postcolonial Fiction (5) VLPA**

Examines selected works of fiction by postcolonial authors while building a foundation in postcolonial history.

**T LIT 487 African Folklore and Literature (5) I&S**

Explores oral and written traditions in Africa. Emphasizes how the aesthetics of storytelling and dialogue shape the production of narrative in contemporary African contexts. Explores anthropological, literary, and historical approaches in viewing the aesthetic qualities of African folklore and literature.

**Mathematics****TMATH 098 Intermediate Algebra (0)**

Intermediate algebra equivalent to third semester of high school algebra. Extra tuition required. Prerequisite: either elementary algebra, a score of 70-120 on the ACC-AL placement test, or a score of 0-



34 on the ACC-CL placement test.

**TMATH 105 Mathematics Through Puzzles and Games (5) QSR**

By engaging with puzzles and games, students will gain real-life problem solving and modeling skills. Develops reasoning skills through the precise formulation, expression and communication of ideas. No specialized mathematical skills required.

**TMATH 106 Spatial and Geometric Reasoning (5) QSR**

Develops geometric intuition, problem-solving skills, and the ability to communicate ideas and solutions with elementary mathematics precisely. Emphasizes spatial, geometric, and logical thinking along with the precise formulation of statements rather than mathematical formulae and theorems. No specialized mathematical skills required.

**TMATH 110 Introductory Statistics with Applications (5) NW, QSR**

Addresses introductory statistical concepts and analysis in modern society. Includes descriptive statistics, graphical displays of data, the normal distribution, data collection, probability, elements of statistical inference, hypothesis testing, and linear regression and correlation. Practical examples used to demonstrate statistical concepts. Prerequisite: either TMATH 098, TMATH 124, MATH 124, a score of 35-79 on ACC-CL placement test, or a minimum score of 237 on the ACC-AAF placement test.

**TMATH 115 Pre-calculus I: Functions (5) QSR**

Introduces the concept of a function, its notation, and prepares student to work with piece-wise, exponential, logarithmic, polynomial, and rational functions. Emphasizes computational skills, graph reading, and problem solving. One of a two-part series. Maximum of 10 credits from TMATH 115, TMATH 116, and TMATH 120 may be counted. Prerequisite: either a minimum grade of 2.0 in TMATH 098, a score of 35-79 on the ACC-CL placement test, or a minimum score of 237 on the ACC-AAF placement test.

**TMATH 116 Pre-calculus II: Trigonometry (5) NW, QSR**

Continues studying the concept of a function, its notation, and trigonometric and inverse trigonometric functions. Introduces parametrized curves, polar coordinates, and complex numbers. Emphasizes computational skills, graph reading, and problem solving techniques. Second of a two-part series. Maximum of 10 credits from TMATH 115, TMATH 116, and TMATH 120 may be counted. Prerequisite: either a minimum grade of 2.0 in TMATH 115, or a minimum score of 263 on the ACC-AAF placement test.

**TMATH 120 Precalculus (5) NW, QSR**

Accelerated review course covering the contents of TMATH 115 and TMATH 116 in one term. Examines functions and function notation including polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions. Recommended co-requisite: TMATH 158. Prerequisite: either a minimum grade of 2.0 in TMATH 098, score of 42-120 on the ACC-CL placement test, or a minimum score of 263 on the ACC-AAF placement test.

**TMATH 124 Calculus with Analytic Geometry I (5) NW, QSR**

First quarter in calculus of functions of a single variable. Emphasizes differential calculus. Emphasizes applications and problem solving using the tools of calculus. Cannot be taken for credit if credit earned in TMATH 122. Prerequisite: either a minimum grade of 2.0 in TMATH 116, a minimum grade of 2.0 in

TMATH 120, a minimum score of 68 on MPT-A placement test, a minimum score of 75 on MATHEC placement test, a minimum score of 2 on AP MATH test (AB or BC), or a minimum score of 276 on the ACC-AAF placement test; recommended: Recommended co-requisite: TMATH 159.

**TMATH 125 Calculus with Analytic Geometry II (5) NW**

Second quarter in the calculus of functions of a single variable. Emphasizes integral calculus. Emphasizes applications and problem solving using the tools of calculus. Prerequisite: either 2.0 in TMATH 124, score 3 on AB advanced placement test, or score of 3 on BC advanced placement test.

**TMATH 126 Calculus with Analytic Geometry III (5) NW**

Third quarter in calculus sequence. Sequences, series, Taylor expansions, and an introduction to multivariable differential calculus. Prerequisite: either a minimum grade of 2.0 in TMATH 125, a score of 5 on the AP MATH AB exam, or a score of 4 on AP MATH BC exam.

**TMATH 158 Pre-Calculus Collaborative Learning Seminar (1, max. 2)**

Enhances problem-solving skills for pre-calculus by having students work with a facilitator to strengthen their skills in critical thinking via group problem sessions in pre-calculus and its applications. Prerequisite: TMATH 120, which must be taken concurrently Credit/no-credit only.

**TMATH 159 Calculus Collaborative Learning Seminar (1, max. 3)**

Enhances problem-solving skills for calculus by having students work with a facilitator to strengthen their skills in critical thinking via group problem sessions in calculus and its applications. Prerequisite: TMATH 124 which must be taken concurrently. Credit/no-credit only.

**TMATH 210 Intermediate Statistics with Applications (5) NW, QSR**

Investigates intermediate concepts of statistical inference and testing using statistical software for analysis. Includes sampling and experimental design, t-tests, discrete distributions, proportions, ANOVA, regression, transformations, and chi-squared tests. Analyzes datasets from a variety of disciplines such as environmental and social science. Includes critical review of contemporary studies. Prerequisite: minimum grade of 2.0 in TMATH 110 Offered: WSp.

**TMATH 300 Foundations of Mathematical Reasoning (5) NW, QSR**

Develops skills in making mathematical arguments and writing of proofs by studying elementary set theory; functions; logical statements and quantifiers; the principle of induction; cardinality; and properties of number systems - integers, rational, real, and complex. Investigates proofs in both discrete and continuous mathematics. Prerequisite: minimum grade of 2.0 in either TMATH 125 or TCSS 321.

**TMATH 307 Introduction to Differential Equations (5) NW, QSR**

Explores ordinary differential equations including first- and second-order equations, Laplace transform, and systems of first-order equations. Prerequisite: minimum grade of 2.0 in either TMATH 125 or MATH 125.

**TMATH 308 Matrix Algebra with Applications (5) NW, QSR**

Introduces linear algebra, including systems of linear equations; Gaussian elimination; matrices and matrix algebra; vectors; vector spaces; subspace of Euclidean space; linear independence; bases and dimension; orthogonality; eigenvectors; and eigenvalues. Applications include data fitting and the method

of least squares. Prerequisite: minimum grade of 2.0 in either TMATH 125 or TCSS 321.

**TMATH 316 Financial Mathematics (5) QSR**

Introduces students to fundamental concepts in financial mathematics: compound and simple interest, nominal and effective rates, present and future value, discount rates, force of interest. Covers annuities with both constant and variable cash flows, loans, amortization, loan refinancing, and bonds. Studies may also include term structure of interest rates, spot rates, arbitrage, duration, convexity, and immunization. Prerequisite: minimum grade of 2.0 in TMATH 126 Offered: W.

**TMATH 324 Multivariable Calculus (5) NW, QSR**

Introduces concepts and computation techniques of multivariable calculus; including double and triple integrals; the chain rule; vector fields; parametric curves and surfaces; line integrals; surface integrals; Green's Theorem; Stoke's Theorem; and the Divergence Theorem. Prerequisite: minimum grade of 2.0 in TMATH 126.

**TMATH 342 Applied Topology (5) QSR**

Engages with varied topics which will be chosen from differential topology, knot theory, or algebraic topology. Applications (such as chemistry, physics or engineering) will be emphasized throughout the course. Prerequisite: minimum grade of 2.0 in TMATH 324.

**TMATH 344 Fundamentals of Geometry (5) NW, QSR**

Covers fundamentals of geometry. Presents an axiomatic treatment of geometry, including Euclidean and non-Euclidean geometry. Describes the role of Euclid's Fifth Postulate in development of non-Euclidean geometries. Develops student's ability to write rigorous proofs. Prerequisite: minimum grade of 2.0 in either TMATH 126 or TMATH 300.

**TMATH 350 Mathematics Research Seminar (2) NW, QSR**

Introduces students to diverse mathematical topics through invited speakers and selected readings. Develops mathematical ways of thinking, investigating, reading, and writing. Explores future employment and graduate school options and opportunities.

**TMATH 351 Mathematics Seminar (1)**

Introduces students to mathematics and its applications, career paths for mathematics majors, and develops problem-solving skills. Prerequisite: TMATH 124.

**TMATH 390 Probability and Statistics in Engineering and Science (5) NW, QSR**

Investigates probability and statistics using exploratory data analysis and interactive computing. Study topics including conditional probability, independence, random variables, distribution functions, descriptive statistics, transformations, sampling errors, confidence intervals, least squares, and maximum likelihood. Prerequisite: minimum grade of 2.0 in TMATH 126 or MATH 126.

**TMATH 402 Introduction to Abstract Algebra I (5) NW**

Focuses on group theory with a brief introduction to rings and fields. Emphasizes proofs. Topics include cosets; Lagrange's theorem; homomorphisms; normal subgroups; quotient groups; the isomorphism theorems; cyclic and symmetric groups; Cauchy's theorem; automorphisms; and elementary properties of

rings and fields. Prerequisite: minimum grade of 2.0 in TMATH 300.

**TMATH 403 Abstract Algebra II (5) NW, QSR**

Continues studying the theory of rings and fields, including ideals; homomorphisms; quotient rings; integral domains and fields of fractions; polynomial rings; vector spaces; field extensions; geometric constructions via straight-edge and compass; the classification of finite fields; unique factorization domains; and Euclidean domains. Prerequisite: minimum grade of 2.0 in TMATH 402.

**TMATH 410 Regression Modeling with Applications (5) QSR**

Investigates regression models with applications; including multiple linear regression, model selection, residual analysis, variable transformations and categorical data. Studies may also include generalized linear models, nonlinear regression, matrix formulation, and mixed models. Prerequisite: either a minimum grade of 2.0 in TMATH 210 and TMATH 124, or a minimum grade of 2.0 in TMATH 390.

**TMATH 412 Cryptography: Theory and Practice (5) QSR**

Covers "classical" cryptosystems and their cryptanalysis, Shannon's approach to cryptography including entropy and perfect secrecy, block ciphers and AES. Contains RSA cryptosystem, public key cryptography based on discrete logarithms, and signature schemes. Breaks simple ciphers using a computer. Prerequisite: minimum grade of 2.0 in either TCSS 321, TMATH 125, or TMATH 402.

**TMATH 413 Coding Theory (5) QSR**

Deals with electronic communication over noisy channels where some bits of information may get corrupted. Covers using codes in designing ciphers secure in the era of quantum computers. Topics include error-detection/correction, various types of codes, and McEliece cipher. Prerequisite: minimum grade of 2.0 in either TMATH 308 or TCSS 321.

**TMATH 420 History of Mathematics (5) I&S, QSR**

Surveys the history and development of mathematics from its earliest beginnings into the early twentieth century. Focuses on the effect math discovery and literacy has had on human, social, and cultural behaviors. Prerequisite: minimum grade of 2.0 in either TMATH 126, TMATH 300, TMATH 307, or TMATH 308.

**TMATH 424 Introduction to Real Analysis I (5) NW, QSR**

Introduces set theory; the construction of the real numbers; infima and suprema; metric spaces and Euclidean distance; topology of the reals numbers; formal treatment of limits; Cauchy sequences; continuity; uniform convergence; and the derivative. Prerequisite: minimum grade of 2.0 in TMATH 300.

**TMATH 425 Introduction to Real Analysis II (5) QSR**

Provides rigorous treatment of the derivative of a function of one variable; Contraction Mapping Theorem; Riemann integral, Fundamental Theorem of Calculus, Cauchy existence criterion; sequences of functions, pointwise and uniform convergence; power series; differentiation of functions on Euclidean spaces, total derivative; and Implicit Function Theorem. Prerequisite: minimum grade of 2.0 in TMATH 424.

**TMATH 427 Complex Analysis (5) QSR**

Introduces concept of Complex numbers; Power series and Complex functions; Mobius transformations;

Riemann sphere; Cauchy-Riemann equations; Complex differentiation and integration; Residue theorem; Cauchy integral formula; Conformal mapping. Prerequisite: Minimum grade of 2.0 in TMATH 300 or TMATH 324.

**TMATH 450 Mathematics Capstone (2) NW, QSR**

Synthesizes mathematics studies and presentations skills in an individual or group project researching new topics or continuing beyond coursework. Includes research presentations of capstone experiences. Prerequisite: TMATH 350.

**TMATH 490 Special Topics in Quantitative Studies (1-7, max. 21) NW, QSR**

Advanced course offerings in quantitative studies designed to respond to faculty and student interests and needs.

**TMATH 496 Mathematics Internship (1-5, max. 10)**

Provides opportunity for a mathematical internship in the public or private sector with the supervision of a faculty member in mathematics or a related discipline. Prerequisite: minimum grade of 2.0 in each of TMATH 300, TMATH 307, TMATH 308, and TMATH 324. Credit/no-credit only.

**TMATH 498 Directed Readings in Mathematics (1-5, max. 10)**

Allows students to engage in an in-depth study of any area of mathematics or related area under faculty supervision.

**TMATH 499 Undergraduate Research in Mathematics (1-5, max. 10) QSR**

Engages students in original research in mathematics or related area under faculty supervision.

## **Non-Profit Studies**

**TNPRFT 231 Introduction to Nonprofit Sector (5) I&S**

Examines issues specific to the nonprofit sector, including community organizations, service learning, nonprofit management, and community development. Cannot be taken for credit if credit earned in TNPRFT 431.

**TNPRFT 432 Organizational Development (5) I&S**

Explores theory and research regarding developmental stages in the life of organizations, the role of structure from bureaucracy through modern down-sized, entrepreneurial forms, the relationship of management style and practices to growth in organizations, and the role of the human relations and organizational development practitioner.

**TNPRFT 448 Cultural Administration and Policy (5) I&S**

Analyzes the social, cultural, economic and creative foundations of cultural management and policy. Emphasizes critical and creative thinking in evaluating the role and function of non-profit arts institutions within the complex fabric of contemporary society. Examines municipal, state, and federal spheres of influence on public policy.

**TNPRFT 449 Museum Studies (5) I&S**

Introduces the history, philosophy, organization, administration, and practice of museums. Covers the changing emphases on the role of museums in cultural, socioeconomic and political contexts; collection management, exhibition and program planning, education, cultural tourism, community outreach, and marketing.

**TNPRFT 450 Methods of Museum Interpretation (5) VLPA**

Explores theories, practices, and evaluation of museum interpretation in its greatest sense - from programs and exhibits to educational product development. Addresses the presentation history, art, literature, and science through a cross-disciplinary approach.

**TNPRFT 451 Essentials of Grant Writing (5) I&S**

Prepares students to be grant writers in the nonprofit sector. Provides an overview of the best practices, systems, and management principles underlying successful grant writing programs including developing a case statement, and subsequently, writing and submitting a grant application.

**TNPRFT 453 Nonprofit Financial Literacy (5) I&S**

Covers financial reporting; budgeting and control; and financial development (fundraising) for the nonprofit sector. Focuses on financial management in the nonprofit sector; differences from reporting in the profit sector; safeguarding financial resources, revenue and expense budgets, and tax and payroll requirements; and fundraising. Prerequisite: TNPRFT 231.

**TNPRFT 455 Philanthropy and Social Change (5)**

Examines philanthropic giving through foundations (family, institutional, community, public, and corporate) and individual giving. Includes history, context, and the impact of philanthropy on social change.

**TNPRFT 457 Nonprofit Capstone (5) I&S**

Builds on a project or interest developed by students during the nonprofit management minor internship in a nonprofit organization. Includes work on some professional nonprofit management area. Produces a demonstrable example of expertise and interest, such as a personnel manual, strategic plan, or annual fund development plan.

**TNPRFT 490 Nonprofit Internship/Capstone (5) I&S**

Merges theory and practice preparing students for a career in nonprofit organization including 120 hours of internship, bi-weekly seminars, and writing a scholarly paper. Prerequisite: either TNPRFT 231, TNPRFT 432, TNPRFT 451, or TNPRFT 453.

**TNPRFT 531 Community Organizations and the Nonprofit Sector (5)**

Prepares students for a career in nonprofit organizations. Examines management and leadership; the role of board and executive leadership in providing governance and strategic direction; organization development; human resource management; organizational performance and effectiveness; and legal, ethical, and financial oversight. Cannot be taken for credit if credit earned in TNPRFT 431.

**TNPRFT 532 Organizational Development (5)**

Explores theory and research focused on nonprofit 501(c)(3) organizations regarding the relationship of management and leadership style and practices to growth and sustainability in nonprofits, as well as

review and apply relevant current organizational assessment practices, and identify possible collaborative strategies to maximize collective resources to benefit the larger community.

#### **TNPRFT 551 Essentials of Grant Writing (5)**

Prepares students to be grant writers in the nonprofit sector. Provides an overview of the best practices, systems, and management principles underlying successful grant writing programs including developing a case statement, and subsequently, writing and submitting a grant application.

#### **TNPRFT 553 Nonprofit Financial Literacy (5)**

Covers financial reporting; budgeting and control; and financial development (fundraising) for the nonprofit sector. Focuses on financial management in the nonprofit sector; differences from reporting in the profit sector; safeguarding financial resources, revenue and expense budgets, and tax and payroll requirements; and fundraising. Prerequisite: TNPRFT 531.

#### **TNPRFT 555 Philanthropy and Social Change (5)**

Examines philanthropic giving through foundations (family, institutional, community, public, and corporate) and individual giving. Includes history, context, and the impact of philanthropy on social change.

#### **TNPRFT 590 Nonprofit Internship/Capstone (5)**

Merges theory and practice preparing students for a career in nonprofit organizations including 120 hours of internship, bi-weekly seminars, final presentation and writing a scholarly paper. Prerequisite: TNPRFT 531; TNPRFT 532; either TNPRFT 551 or TNPRFT 553.

#### **TNPRFT 601 Internship (1-10, max. 15)**

Emphasizes integration of theory and practice for internship in nonprofit sector. Conducted under supervision of a faculty member in collaboration with agency sponsor.

### **Philosophy**

#### **T PHIL 101 Introduction to Philosophy (5) I&S**

Major philosophical questions relating to such matters as the existence of God, the foundations of knowledge, the nature of reality, and the nature of morality. Approach may be either historical or topical.

#### **T PHIL 200 Introduction to the Philosophy of Human Rights (5) I&S**

Introduces and discusses different philosophical views on humanity, good, rights, universality, and other concepts that have influenced our understanding of human rights.

#### **T PHIL 240 Introduction to Ethics (5) VLPA/I&S**

Critical introduction to various philosophical views of the basis and presuppositions of morality and moral knowledge. Critical introduction to various types of normative ethical theory, including utilitarian, deontological, and virtue theories.

#### **T PHIL 250 Practical Reasoning (5) I&S, QSR**

Introduces concepts and methods useful for practical analysis of arguments in everyday contexts;

meaning, syllogisms, inductive and deductive inference, informal fallacies, argument structure, moral reasoning, and legal reasoning.

**T PHIL 251 Data and Discourse (5) I&S**

Explores the role of data in contemporary discourse and develops proficiency in evaluating arguments involving data. The ability to evaluate quantitative evidence is becoming increasingly central to scholarly discourse, political debate, and daily life.

**T PHIL 270 Case Studies in Medical Ethics (2, max. 4) I&S**

Explores ethical and philosophical issues related to themes in health through case studies by drawing on ethical theory. Covers themes which may include death and dying, reproduction and birth, medical technologies, health and social justice. Repeatable with instructor permission. Credit/no-credit only.

**T PHIL 310 Chinese Philosophy (5) I&S**

Introduces to students the major schools of philosophical and religious teachings in China since the classical period. The topics covered will include, among others, Confucianism, Taoism, and Chinese Buddhism, as well as a score of deities stemming from and associated with these teachings.

**T PHIL 314 Philosophy of Crime and Punishment (5) I&S**

Examination of philosophical theories regarding criminal habits and punishment and the philosophical problems connected with specific topics in criminal law. Examines proper subject matter of criminal law (drug use, pornography, euthanasia); limits of criminal sanctions; crime and privilege (corporate crime, white-collar crime, blackmail); justifications for punishment; mercy; and execution.

**T PHIL 315 Chinese Philosophy and Religions Today (5)**

Following an introduction to the major schools of philosophy and religious teachings in China, we will focus on the roles of these intellectual currents in contemporary Chinese life. Topics covered include Confucianism, Taoism, Chinese Buddhism, and other folk and local beliefs. By understanding China's classical philosophies, students will gain a solid foundation for the understanding modern and contemporary Chinese thought.

**T PHIL 350 Contemporary Search for Meaning (5) I&S**

Examines the search for human meaning and value as it has emerged in the writings of modern philosophy, psychology and literature. Explores how the quest for different forms of meaning has developed and how that quest has been answered.

**T PHIL 353 The End of the Modern World: 1600 - 2000 (5) I&S**

Investigates the origin, influence and definition of the modern period. Explores the fundamental images and assumptions of this period and discusses the forces that are undermining them. Concludes with a consideration of what may replace these images and assumptions in the next few decades.

**T PHIL 354 American Modes of Thought and Experience (5) I&S**

Explores the roots of the American experience in its European intellectual and cultural background. Focuses on the peculiarly American angle of vision and value in the development of its cultural heritage. Examines the contribution of tradition and change to that experience and to subsequent philosophical



reflection upon it.

**T PHIL 355 The Modern Mind (5) VLPA/I&S**

Examines how philosophical, artistic, and literary movements shape understandings of our place in the world. Considers a selection of classic artistic, scientific, philosophical, and literary works.

**T PHIL 356 Themes in American Philosophy (5, max. 10) I&S**

Examines the origins, development, and present status of movements in American philosophical. Includes thinkers such as James, Dewey, Pierce, Royce, Whitehead, Santayana, Rorty, and others. May be repeated for credit with instructor's approval.

**T PHIL 358 History of Philosophy: Medieval and Modern (5) I&S**

Explores continuity in the concerns of thinkers from different places and eras, including such medieval and early modern philosophers as Augustine, Aquinas, Descartes, Hume, and Kant. Examines how they address questions about reality, thought, and the beautiful and the good.

**T PHIL 359 Themes in Existentialism (5, max. 10)**

Examines the human predicament as treated in the writings of existentialist philosophers and writers such as Nietzsche, Kierkegaard, Dostoevsky, Marcel, Heidegger, and Sartre. Examines historical origins, development, and present forms of existentialism. Assesses existentialism's impact on psychology, religion, literature, and the arts. May be repeated for credit with instructor's approval.

**T PHIL 360 History of Philosophy: Modern and Contemporary (5) I&S**

Examines idealism, pragmatism, and existentialism in historical context to discover ways in which they are responses to past ideas and ways in which they are new. Focuses on the way issues in philosophy remain the same even as ways of thinking about them change.

**T PHIL 361 Ethics in Society (5) VLPA/I&S**

Examines the meaning, nature, legitimacy, criteria, and foundations of moral judgment. Explores ethics as a branch of philosophy while focusing on particular ethical problems, such as war, race, abortion, justice, sexuality, medical issues of life and death, the environment, and the transactions of the business world.

**T PHIL 362 The Beautiful and the Good: Philosophy's Quest for Value (5) I&S**

Examines ideas about the beautiful and the good in the history of philosophy. Includes ideas of early thinkers and how they were adopted, transformed, or rejected by later thinkers. Studies different ideas from the history of philosophy about what the beautiful and the good are, how we know them and how we achieve them.

**T PHIL 364 Topics in the Philosophy of Science (5, max. 10) I&S**

Study of one or more current topics in philosophy of science such as scientific realism, explanation, confirmation, causation. Can not be taken if T PHIL 363 already taken. Prerequisite: one T PHIL course.

**T PHIL 367 Utopias (5)**

Explores the ideal society of the classical era and the Renaissance, and contrasts these early visions with the modern models of mass society and competitive markets in the light of the revolutionary experiences

of the 19th and 20th centuries. Covers Utopian literature, political philosophy, economics, art, and music.

**T PHIL 410 Social Philosophy (5) I&S**

An examination of topics pertaining to social structures and institutions such as liberty, distributive justice, and human rights.

**T PHIL 414 Philosophy of Law (5) I&S**

Nature and function of law. Relation of law to morality. Legal rights, judicial reasoning.

**T PHIL 451 The Enlightenment (5) I&S**

Examines the Enlightenment as historical epoch, philosophical attitude, and social and political project. Explores ideas of selected thinkers (e.g., Jefferson, Montesquieu, Rousseau, Kant, Hume, Voltaire) and the reactions they inspire. Highlights themes such as liberalism, human rights, rationalism, republicanism, and neoclassicism.

**T PHIL 453 Political Theory of Human Rights (5) I&S**

Examines understandings and influence of idea of human rights. Considers conflicts and contradictions between human rights claims and national sovereignty, cultural difference, democracy.

**T PHIL 455 Medicine and Morality: Issues in Biomedical Ethics (5) VLPA/I&S**

Provides students with knowledge of ethical theory which is then applied to questions in medicine such as right to die, allocation of scarce medical resources, informed consent, and patient confidentiality.

**T PHIL 456 Environmental Ethics (5) VLPA/I&S**

Critical exploration of selected philosophical and literary texts pertinent to ethics attending the natural environment. Topics for consideration may include animal and nature rights, social ecology, natural value (instrumental, inherent, intrinsic), anthropocentrism v. Deep Ecology, and environmental aesthetic theory.

**T PHIL 460 The Meaning of the Person (5) I&S**

Explores philosophical and psychological concepts of the self and their implications. Discusses what it means to be a person and what constitutes a person. Asks how philosophy and psychology agree and disagree on what it means to be a person.

**T PHIL 466 Philosophy of the Future (5, max. 10) I&S**

Considers philosophies that address future problems including the ecological crisis, technological transformation, artificial intelligence and neuroscience. Emphasis is on evaluating how philosophy helps us encounter these and other new developments.

## Physics

### **T PHYS 111 Introduction to Astronomy (5) NW, QSR**

Presents a unified account of contemporary astronomy beginning with Earth and move outward through our solar system and beyond to the stars of the Milky Way and into the realm of galaxies. Introduces methods and techniques commonly employed in astronomy and their application in astronomical research. Prerequisite: either TMATH 098, TMATH 115, TMATH 116, TMATH 120, MATH 098, MATH 120, or MATH 124. Cannot be taken for credit if credit received for TESC 111.

### **T PHYS 120 Physics Collaborative Learning Seminar (1, max. 3)**

Enhances problem-solving skills for physics by having students work with a facilitator to strengthen their skills in critical thinking via group problem sessions in physics and its applications. Co-requisite: either T PHYS 121, T PHYS 122 or T PHYS 123. Credit/no-credit only.

### **T PHYS 121 Physics - Mechanics (6) NW**

Focuses on mechanics concepts in physics: motion, work and energy, Newton's Laws, conservation of energy, system of particles, rotations, oscillations and gravity. Includes analyses using calculus and lab activities. Cannot be taken for credit if credit received for TESC 121. Prerequisite: a minimum grade of 2.0 in either TMATH 122, TMATH 124, or MATH 124. ; recommended: co-requisite of T PHYS 120.

### **T PHYS 122 Physics - Electromagnetism and Oscillatory Motion (6) NW**

Focuses on electromagnetism and oscillatory motion concepts in physics: charge, electric fields, flux and potential, capacitance, resistance, circuits, inductance, Coulumb's, Gauss' , Ohm's and Faraday's Laws, and introduction to Maxwell's equations. Cannot be taken for credit if credit received for TESC 122. Prerequisite: a minimum grade of 2.0 in either TESC 121 or T PHYS 121; and a minimum grade of 2.0 in either TMATH 125 or MATH 125.

### **T PHYS 123 Physics - Waves (6) NW**

Focuses on waves and optics concepts in physics: thermodynamics, harmonic and standing waves, superposition and interference, Doppler Effect, polarization, diffraction, reflection, refraction and dispersion, Rayleigh scattering, and photoelectric effect and quanta. Includes analyses using calculus and lab activities. Cannot be taken for credit if credit received for TESC 123. Prerequisite: a minimum grade of 2.0 in either TESC 122 or T PHYS 122; and a minimum grade of 2.0 in either TMATH 125 or MATH 125.

### **T PHYS 215 History and Science of Space Exploration (5) NW**

Examines the past, present, and future challenges of space exploration and the impact the space program has on society. Includes the history, politics, science, and technology associated with space travel and the challenges inherent in the colonization of other planets. Cannot be taken for credit if credit received for TESC 213.

### **T PHYS 315 Applied Physics with Environmental Applications (6) NW**

Focuses on physical concepts, with an emphasis on the application of physics and its underlying mathematics, including an exploration of current physical research within environmental contexts. Applied physical concepts include: Newtonian mechanics, work, heat and energy, systems of particles, collisions, and waves. Utilizes experimental skills with weekly lab activities. Prerequisite: TESC 121 or T PHYS 121. Cannot be taken for credit if credit received for TESC 315.

## **Political Science**

### **TPOL S 123 Introduction to Globalization (5) I&S**

Provides an introduction to the debates over globalization. Focuses on the growth and intensification of global ties. Addresses the resulting inequalities and tensions, as well as the new opportunities for cultural and political exchange. Topics include the impacts on government, finance, labor, culture, the environment, health, and activism.

### **TPOL S 201 Introduction to Political Values and Ideas (5) I&S**

Surveys a variety of implicit and explicit values that inspire political action. Explores whether there is such a thing as a universe interest and what it might be, who should rule, and whether justice will be done.

### **TPOL S 202 Introduction to American Politics (5) I&S**

Institutions and politics in the American political system. Ways of thinking about how significant problems, crises, and conflicts of American society are resolved politically.

### **TPOL S 203 Introduction to International Relations (5) I&S**

The world community, its politics, and government.

### **TPOL S 204 Introduction to Comparative Politics (5) I&S**

Political systems in a comparative framework. Traditional and contemporary approaches to the study of governments and societies in different countries.

### **TPOL S 210 Debate (2) I&S**

Introduces students to the practice of academic, legal and political debate. Provides students with basic principles and theories of argument, but primarily emphasizes opportunities for in-class and public debates in order to develop student abilities in public speaking, research and analytical and legal reasoning. Cannot be taken for credit if credit received for COM 335.

### **TPOL S 230 International Human Rights (5) I&S**

Introduces historical origins, foundational theories, basic documents, personalities, and legal and political processes which have promoted international human rights as a widely accepted legal and moral foundation for a just world order.

### **TPOL S 251 Cultural Studies (5, max. 10) I&S**

Selected themes in American and occasionally other modern and contemporary cultures. Themes and readings may include: advertising and consumer culture; class and culture, gender and sexuality, identity, and post-9/11 culture.

### **TPOL S 260 American Political Theory (5) I&S, DIV**

Considers major issues and traditions in American thinking about democracy, citizenship, membership, and justice. Focuses on works by important thinkers from the Founding to the twentieth century. Includes conflicting visions and tensions associated with the demands of newly rising social groups, and American identities.

**TPOL S 270 Introduction to Political Economy (5) I&S**

Political economy as a tool for understanding and evaluating the political world. Combines theory, methods, and insights derived from economics and political science and applies them to a range of substantive issues.

**TPOL S 275 Political Rhetoric (5) I&S**

Explores the role of rhetoric, argumentation, deliberation, and debate in politics. Examines different theories of public dialogue, the importance of civic culture as well as critiques of these forums. Develops students' public speaking, argumentation, and oral rhetoric skills.

**TPOL S 300 Mass Media and U.S. Politics (5) I&S**

Examines role of mass audiences in politics from the standpoint of the communication strategies used to shape their political involvement. Topics include: social structure and political participation, political propaganda and persuasion, the political uses of public opinion, and the mass media and politics.

**TPOL S 305 Campaigns and Elections (5) I&S**

Analyzes local, state, and federal elections to examine the role of election rules and organizations on political outcomes. Also evaluates the role of political parties, candidates, the media, financing, political strategies, and various interest groups on who gets elected and how.

**TPOL S 310 Modern European Political Theory (5) I&S**

Examines the emergence and development of modern European political thought through selected works by some of its most important exponents. Analyzes answers to questions about the nature of a political community, about citizenship and rights, about the evolving meaning of freedom, equality, and democracy.

**TPOL S 317 The Politics of Race and Ethnicity in the United States (5) I&S, DIV**

Explores the early historical formation of racial categories, segregation, and discrimination and how these continue to be reflected in modern racial hierarchies in the United States and examines the roles played by race and racism in poverty, crime control, and immigration.

**TPOL S 319 Theories of Political Violence (5) I&S**

Establishes broad, inclusive definitions of violence. Reviews the theoretical discourse on the nature of violence as a political phenomenon. Themes include terrorism (both non-authoritative and state-sponsored), civil conflicts, and "tools" or calculated manifestations of violence (torture, massacres), the relationship between violence and development, and the relationship between culture and violence.

**TPOL S 321 American Foreign Policy (5) I&S**

Constitutional framework; major factors in formulation and execution of policy; policies as modified by recent developments; the principal policymakers-President, Congress, political parties, pressure groups, and public opinion.

**TPOL S 325 Issues in Local Government (5) I&S**

Examines a particular topic that confronts local governments. Topics include fiscal/budget issues, education policy, safety, or intergovernmental relations.

**TPOL S 329 Making of Modern Africa (5) I&S**

Examines how African societies came to be and as they are today. Examines aspects of the experience of five centuries of the African Diaspora as they affected Africa and its peoples.

**TPOL S 340 Middle East Politics (5) I&S**

Study of democracy/ authoritarianism; ethnic, religious, and national identity; civil society, social movements, and gender; political economy, and issues of development in the Middle East.

**TPOL S 341 Conflict and Cooperation in the Middle East (5) I&S**

Investigates regional politics and security in the Middle East; conflict and collaboration among local powers; politics of oil, and relations with global power. Incorporates case studies such as Palestinian-Israeli conflict, nuclear arms, and the Persian Gulf security. Study of regional and global factors.

**TPOL S 343 Community and Labor Organizing: A Multicultural Perspective (5) I&S, DIV**

Explores current community and labor organizing issues through intersections of gender, race, class, and immigration. Discussions of labor movements, community and environmental coalitions, living wage, social justice, and anti-sweatshop campaigns, in context of globalization. Case studies and issues vary.

**TPOL S 350 Politics and Film in the Middle East (5) VLPA/I&S**

Studies symbols, depiction, and narratives of Middle East politics through motion picture produced inside and outside of the region. Incorporates country studies with a particular thematic focus on state-society relations, cultural politics, and development.

**TPOL S 353 United States Congress (5) I&S**

Studies the organization of Congress, the influence of interest groups, legislative roles, and the theory and practice of representative government. Prerequisite: TPOL S 202.

**TPOL S 360 Genocide (5) I&S**

Introduces students to the problem of genocide from a historical and theoretical perspective. Examines the origins of international law of genocide, key methodological questions in genocide studies, and historical perspective of the Armenian Genocide, Nazi Genocide, and Rwandan Genocide as well as colonial and indigenous genocides.

**TPOL S 371 The Politics of Security (5) I&S**

Investigates competing theories of security and examines the historical emergence of security as a chief concern in both international relations and contemporary politics more broadly. Explores the debate over a variety of current security concerns such as war, climate change, data surveillance, and technological development.

**TPOL S 382 State Government (5) I&S**

Focus on the structures, processes, and policy outputs of state governments in the United States.

**TPOL S 400 The American Presidency (5) I&S**

Examines the American presidency, its evolution, its occupants, and its place within the American system. Topics include presidential character, war, elections, the economy, and the Constitution.

**TPOL S 405 Advanced Campaigns and Elections (5) I&S**

Produces advanced analysis of local, state, and federal elections and political campaigns as applied to specific political campaigns, initiative, or election-related issues. Involves independent applied research. Prerequisite: TPOL S 305.

**TPOL S 410 Labor Rights and Human Rights (5) I&S, DIV**

Examines labor in western society, exploring the historical emergence of various concepts of labor rights and developing an analysis of labor and human rights in contemporary world order. Topics include slavery, labor and liberalism, individualism and collective labor rights under capitalism, economic security, and labor rights in a global economy.

**TPOL S 411 Human Rights and Violence in the Third World (5) I&S**

Examines political violence and human rights concerns in under-developed regions. Establishes broad, inclusive definitions of violence and human rights.

**TPOL S 425 Comparative Social Policy (5) I&S**

Explores current social policy issues in the United States, Canada, and Nordic countries from a comparative perspective. Examines history and political structures that influences implementation of social policies. Offered: jointly with TSOCWF 425.

**TPOL S 426 World Politics (5) I&S**

The nation-state system and its alternatives, world distributions of preferences and power, structure of international authority, historical world societies and their politics.

**TPOL S 450 Contemporary Theories of Culture (5, max. 10) I&S**

Studies recent anthropological theory and contemporary cultural theory. Includes topics such as cultural theory, British cultural studies, critical theory, and post-modernism; or ideology, culture, and cultural resistance; ethnocentrism, relativism; class and race; the social body; self and other; gender and sexuality. May be repeated for credit with instructor's approval.

**TPOL S 451 Human Rights and the Use of Force (5) I&S**

Covers both the history and sources of international law, including the system of treaties and emerging principles of customary law. Examines the conditions under which military force is justified, looking specifically at the war against terrorism, and world events since September 11, 2001.

**TPOL S 480 Politics: Philosophy and Public Affairs Seminar (5, max. 10) I&S**

Provides in-depth treatment of topics in politics and philosophy; political economy; law and policy; economics and policy; and ethics and economics. Emphasizes analysis of methodological issues and developing students' research and writing skills.

**TPOL S 485 Study Abroad in Politics, Philosophy, and Economics (5-15, max. 24) I&S**

Uses an international setting to explore particular political-economic-philosophical problems or dilemmas. Taught on site and includes interaction with foreign scholars, local exhibits and sites, and local community experiences where appropriate.

**TPOL S 496 Politics, Philosophy, and Public Affairs Internship (5-15, max. 20)**

Internships in federal, state and local government; international organizations; non profit and lobbying organizations; and research and advocacy organizations.

**TPOL S 497 Political Internship in State Government (1-15, max. 20)**

Students serving in approved internship program with state government agencies.

## **Psychology**

**TPSYCH 101 Introduction to Psychology (5) I&S**

Surveys major areas of psychological science, including human social behavior, personality, psychological disorders and treatment, learning, memory, human development, biological influences, and research methods. Related topics may include sensation, perception, states of consciousness, thinking, intelligence, language, motivation, emotion, stress and health, cross-cultural psychology, and applied psychology.

**TPSYCH 202 Human Sexuality (5) I&S**

Surveys biological, psychological, and social determinants of human sexuality and sexual behavior. Topics include cultural diversity, sexual development (physical and psychological), sexual health, reproduction (pregnancy, contraception, abortion), development of sex, gender orientation, adult sexual bonding, sexual abuse and assault. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 209 Fundamentals of Psychological Research I (5) I&S**

Explores the basics of inquiry and research in the social sciences. Topics include the hypothesis testing, experimental design, research strategies/techniques, fundamentals of scientific writing, search and evaluation of literature in psychology, and ethical issues in psychological research. Prerequisite: TPSYCH 101; minimum grade of 2.0 in either TMATH 110, T BGEN 200, T HLTH 305, TSOCWF 351, T URB 225, or QMETH 201.

**TPSYCH 210 Abnormal Psychology (5) I&S**

Historical and current definitions, theory, and research concerning abnormal psychological behavior. Major categories of psychopathology, including related treatment approaches. Assignments include: illustrative case studies, written critical perspectives of course materials, and interpretative analysis of major topics in field. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 212 Child Abnormal Psychology (5) I&S**

Examines historical and current definitions, theory, and research concerning child and adolescent abnormal behavior. Covers major categories of psychopathology, including related treatment approaches. Includes illustrative case studies, written critical perspectives of course materials, and interpretative analysis of major topics in the field. Prerequisite: either TPSYCH 101 or PSYCH 101.



**TPSYCH 220 Lifespan Development (5) I&S**

Explores human cognitive and psychosocial development across the lifespan. Covers theories, methodologies, and research findings using a lifespan approach, which examines continuity and change from conception to death and the interaction of biological, psychological, and social aspects of development. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 230 Educational Psychology (5) I&S**

Explores individual learning and the educational process. Emphasis on theories of cognition, personal/social/moral development, learning differences, and motivation. Covers cultural/community influences on the learner and educational process. Includes overview of teacher roles, classroom management, educational assessment. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 240 Social Psychology (5) I&S**

Surveys the major areas of social psychology, the science of human behavior in social situations. Emphasizes an understanding of the important methods, terms, theories and findings in social psychology. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 250 Human Cognition (5) I&S**

Surveys cognitive psychology related to the mental processes associated with acquiring, storing, transforming, and using knowledge. Topics include perception, attention, learning, memory, metacognition, imagery, language, problem solving, and decision-making. Emphasizes identifying these concepts in everyday situations and application to educational and criminal justice fields. May not be taken for credit if TPSYCH 355 already taken. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 260 Biopsychology (5) I&S/NW**

Focuses on the biological events that influence psychological processes and behaviors. Topics include the structure and function of the nervous system, and the biological bases of sensation and perception, motivation, learning, cognition and communication, emotion, and mental disorders. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 265 Motivational Bases for Behavior (5) I&S**

Explores the major physiological, cognitive, behavioral, environmental and humanistic factors that motivate human behavior. Emphasizes how human differ I motivational characteristics, the effects of environmental demands and stimulation, and the motivational processes underlying complex behavior. Prerequisite: TPSYCH 101 or PSYCH 101.

**TPSYCH 300 History and Systems of Psychology (5) I&S**

Examines historical, current, and theoretical systems in psychology, such as psychoanalysis, behaviorism, and existentialism. Offers a critical and philosophical examination of the field of psychology and its relationship to other disciplines. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 301 Psychology of Adjustment (5) I&S**

Covers research and theory about how people cope with change and adjustment. Focuses on change in theories of human development, the ways in which change is assumed to occur, strategies for managing change at the personal, organizational and societal level and the relationship between stress or social disorder and change. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 306 Community Psychology, Research, and Action (5) I&S**

Introduces community psychology, a field examining the interrelationship between individual well-being and the multiple social systems with which individuals interact. Covers the principles and approaches of community psychology, including attention to diversity and equity; social change; and community-based, participatory, and action research methods. Prerequisite: TPSYCH 209.

**TPSYCH 309 Fundamentals of Psychological Research II (5) I&S**

Explores forms of inquiry from empirical laboratory research to fieldwork and phenomenological methods discussed in relationship to types of problem and research questions. Discusses quantitative and qualitative methods for gathering and reporting data as well as design, control, and the problem of interpretation and bias. Prerequisite: minimum grade of 2.0 in TPSYCH 209.

**TPSYCH 310 Controversies in Clinical Psychology (5) I&S**

Explores advanced abnormal psychology topics, including controversies and social issues in mental health assessment, treatment, and diagnosis. Prerequisite: either TPSYCH 210 or TPSYCH 212.

**TPSYCH 311 Personality Theory (5) I&S**

Covers the major theories of personality within the field of psychology. Students compare and contrast theoretical models, gain understanding of their development within the context of the theorists' lives, and apply the theories to their own life experience. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 312 Mental Illness Across Cultures (5) I&S, DIV**

Explores advanced abnormal psychology topics from a global perspective such as how mental illness is understood by different cultures and in different historical periods. Prerequisite: either TPSYCH 210 or TPSYCH 212.

**TPSYCH 313 Personalities Disorders (5) I&S**

Examines current models and empirical research on personality disorders. Includes case studies, empirical data, and theoretical explanations of personality disorders. Prerequisite: TPSYCH 210.

**TPSYCH 314 Tests and Measurements (5)**

Explores the theory, methods, and applications of psychological testing and evaluates the advantages and drawbacks of psychological testing in general, and selected tests in particular. Prerequisite: TPSYCH 101; either TPSYCH 209 or TPSYCH 330.

**TPSYCH 319 Community Engaged Child Development (5) I&S**

Examines theory and research in child development and applies it to experiences working with children in an engaged learning context. Some classes meet off-campus, transport is arranged. Prerequisite: TPSYCH 101 or PSYCH 101.

**TPSYCH 320 Race, Class, and Gender Contexts of Child Development (5) I&S, DIV**

Explores how cultural contexts that include racism, classism, and sexism, as well as other contexts, such as school, family, and neighborhood, differentially shape the experiences of children. Applies these contexts to specific topics, such as cognitive development, identity, moral development, families, peers, and media. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 321 Adolescent Psychology (5) I&S**

Explores the multiple contexts of adolescents' lives, including the interactions of biology, psychology, and sociocultural aspects of development. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 322 Adult Development (5) I&S**

Examines adult development, beginning with the transition to adulthood through young, middle, and old adulthood. Focuses on diverse individual experiences and social/contextual factors in the U.S. and their effect on the changes, choices, opportunities, and paths through adulthood. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 323 Parenting Practices and Parent-Child Relationships (5) I&S**

Examines current theory, research and training concerning parenting practices and parent-child relationships, as well as diverse parenting beliefs and practices. Considers how parenting and parent-child relationships are shaped by contextual factors such as culture, socioeconomic class, race, ethnicity, gender and sexual identity. Prerequisite: either TPSYCH 101 or PSYCH 101

**TPSYCH 328 Moral Development, Technology, and the Natural World (5) I&S**

Examines historic and contemporary theories in moral development and ethics. Includes an in-depth look at how human beings develop moral sensitivity, the influence of the natural world on moral development and new moral issues created by emerging technologies. Prerequisite: either TPSYCH 220, TPSYCH 222, or TPSYCH 319.

**TPSYCH 330 Inquiry and Research in the Social Sciences (5) I&S**

Forms of inquiry from empirical laboratory or bench research to field work and phenomenological methods discussed in relationship to types of problem and research questions. Discusses quantitative and qualitative methods for gathering and reporting data as well as design, control, and the problem of interpretation and bias. Prerequisite: either TMATH 110, T HLTH 305, TSOCWF 351, STAT 220, STAT 311, or T URB 225.

**TPSYCH 340 Environmental Psychology (5) I&S**

Surveys psychological theory and research on the transactions between people and the physical environment. Topics include environmental perception and assessment; dynamics of social space; effects of temperature, sound, light, and spatial arrangements in workplaces, homes, schools and neighborhoods; and social design. Prerequisite: TPSYCH 101.

**TPSYCH 341 Psychology of Urban Living (5) I&S**

Covers issues affecting people living and working in urban environments from a psychological perspective. Topics include health and social wellness of urban populations; issues and initiatives concerning crowding; noise; wayfinding; crime prevention through environmental design; social design; and sustainability at the community level. Prerequisite: TPSYCH 101.

**TPSYCH 345 Stereotyping, Prejudice, and Discrimination (5) I&S, DIV**

Examines stereotyping, prejudice, and discrimination from a social psychological perspective, including phenomena and processes associated with beliefs, attitudes, and evaluative responses toward groups, and behaviors toward members of groups based on their group status. Covers the science-based evidence and implications of stereotyping, prejudice, and discrimination. Prerequisite: TPSYCH 240.

**TPSYCH 346 Skepticism and Critical Thinking (5) I&S**

Investigates common errors in human judgment, including bogus claims, pseudoscience, the paranormal, and everyday reasoning. Focuses on the processes of human cognition that lead to beliefs, and emphasizes use of the scientific method to critically evaluate the social world. Prerequisite: minimum grade of 2.0 in TPSYCH 209.

**TPSYCH 347 Attitudes and Persuasion (5) I&S**

Explores attitudes and persuasion from a social psychological perspective. Discusses theories and empirical research on phenomena and processes associated with attitude formation, attitude measurement, attitude-behavior relationship, social influence and persuasion, dissonance, implicit attitude, attitude about groups, and so on. Prerequisite: TPSYCH 240.

**TPSYCH 349 Sexual Identities (5) I&S**

Explores the lives and current issues facing lesbian, gay, bisexual, and transgender (LGBT) persons, with particular attention to developmental, community, and political issues and their intersections. Emphasizes current areas of consensus and discord among members within, across, and outside these communities. Prerequisite: TPSYCH 101

**TPSYCH 350 Human Memory (5) I&S**

Covers research and theory in key areas of memory. Issues include information processing theory, the link between memory processes and their biological underpinnings, autobiographical memory, implicit memory, and the effect of emotion on memory. Prerequisite: TPSYCH 250.

**TPSYCH 351 Psychology of Perception (5)**

Explores the psychological, biological, and cultural contributions to the perceptual processes mediating our ability to see, hear, touch, taste, and smell. Emphasis is placed on understanding vision and its role in action and perception. Prerequisite: TPSYCH 101.

**TPSYCH 352 Judgment and Decision-Making (5) I&S**

Examines current models and empirical research on human information processing in judgment and decision making. Includes both normative and descriptive theories of decision making with a focus on decision making under risk and uncertainty. Prerequisite: either TPSYCH 101 or PSYCH 101; either TMATH 110, T HLTH 305, T URB 225, TSOCWF 351, STAT 220, or STAT 311.

**TPSYCH 360 Health Psychology (5) I&S**

Introduces the field of health psychology, which is concerned with how biological characteristics, behavioral factors, and social conditions influence health and illness. Topics include the foundation of health psychology, health behavior and primary prevention, stress and coping, treatment setting, and chronic illness. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 361 Psychopharmacology (5) I&S/NW**

Introduces physiological and synaptic mechanisms by which psychotropic medications are used for treatment of mental health. Topics include: research methods of pharmacology, neural communication, synaptic mechanisms of drug actions, and critical analysis of social concerns of psychopharmacological agents. Prerequisite: either TPSYCH 101, PSYCH 100, or PSYCH 101; either TPSYCH 260, T BIOL 130, TESC 130, BIOL 200, or B BIO 200.

**TPSYCH 362 Psychophysiology of Stress and Stress Management (5) I&S**

Examines psychological stress and the physiological mechanisms influencing mental and physical health. Evaluates coping process including relations with other psychological factors. Introduces stress management techniques used to enhance stress coping. Prerequisite: TPSYCH 260.

**TPSYCH 400 Psychology of Gender (5) I&S, DIV**

Examines psychological theories and research on gender. Includes a focus on how social, cultural, and biological constructions of gender influence cognition, social behavior, and personality. Example topics include gender stereotypes, sexism, social roles, and sexuality. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 401 Family Violence (5) I&S**

Comprehensive interdisciplinary investigation of the pervasive social problem of family violence. Explores the history, theoretical explanations, causes, and consequences of family violence, including intimate partner violence, date and marital rape, elder abuse, and child physical and sexual abuse. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 402 Friends, Enemies, and Intimates (5) I&S**

Uses a psychological and interdisciplinary framework to examine adult close relationships. Example topics include friendship, dating, committed relationships, enemies, and the dissolution of committed relationships. Prerequisite: TPSYCH 101 or PSYCH 101.

**TPSYCH 403 Psychology of Black Women (5) I&S, DIV**

Applies a psychological and feminist framework to the examination of black women's lives and development. Emphasizes the coping techniques used by black women throughout history. Topics include mental health, violence, male-female relationships, and cross-racial friendships. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 404 Psychology of Food and Culture (5) I&S**

Covers a global look at the social, symbolic, and political-economic roles of food and eating. Examines cultural, ethnic, and gender issues in relation to the production and consumption of food, as well as the neurobiological effects of certain foods on brain activity. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 405 Body Image and the Psychology of Appearance (5) I&S**

Examines the individual and social forces that shape body image, and psychological and physical correlates of body image. Influence of physical appearance on social perception is covered, and adaptation to social/psychological appearance demands in terms of both problems, such as eating disorders, and resistance. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 406 Chemical Dependency (5) I&S**

Examines the biological, psychological, social, and cultural factors involved in drug dependency. Examines prevention, intervention, treatment, and 12-step programs including those related to various ethnic and cultural groups. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 407 The Cultural Context of Developmental Psychology (5) I&S**

Extends understanding of basic child development by critiquing and placing in cultural context Western

models of development and methodologies used to search for universal development. Explores importance of culture to understanding developmental processes and the political nature of developmental psychology. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 409 Group Counseling and Dynamics (5, max. 15) I&S**

Examines group work, group processes, patterns of communication, group and individual goal-setting, leadership, personal control, decision-making, self-esteem, and cultural factors. Includes role-playing and simulations and group participation. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 410 Existential Psychology (5) I&S**

Examines the philosophical and literary movement of existentialism and its impact on clinical psychology. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 411 Psychology and the Arts (5) I&S**

Examines the relationship between psychology as a research and clinical discipline and the arts, with a focus on the fine arts and music. Prerequisite: TPSYCH 101.

**TPSYCH 412 Women's Health: Power and Inequality (5) I&S**

Places women's health in psychological, social, and political context. Surveys issues important to women's health, such as reproductive health, pregnancy and childbearing, mental health, and promoting women's health. Examines how gender interacts with ethnicity, social class, sexual orientation, and age in health and healthcare. Prerequisite: TPSYCH 101.

**TPSYCH 414 Psychology of Contemporary African-American Culture (5) I&S**

Examines issues of contemporary African-American culture using an interdisciplinary approach and a psychological perspective. Topics include arts and media representations, political involvement, language, identity development, and personal relationships. Emphasizes social context as a way to better understand the psychological functioning of individuals of African-American descent. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 416 Freud and His Critics (5) I&S**

Examines the work of Sigmund Freud, its impact on clinical psychology, and historical and contemporary criticisms of this theoretical school. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 418 Lifespan Imaginative Play (5) I&S**

Explores theories and research on imaginative play across the lifespan and its impact on learning and development across contexts (e.g., school, community organizations, and business/work) including considerable time playing with readings and other media and student-developed playful approaches to course activities and assignments. Prerequisite TPSYCH 220.

**TPSYCH 420 Attachment and Interpersonal Relations (5) I&S**

Takes a historical approach examining infant and adult attachment from its interdisciplinary origins, through the development of the methods used to test the theory, to its current status. May also cover topics at the boundaries between attachment and other areas, such as culture or neuroscience. Prerequisite: TPSYCH 311.

**TPSYCH 421 Social Psychology, Law, and Society (5) I&S**

Examines the interaction of social psychology and the law and the role both play in the development of legal policy. Considers selected topics at the forefront of psych-legal inquiry, such as eyewitness testimony, confession evidence, and implicit bias. Prerequisite: either TPSYCH 240, TPSYCH 250, or T CRIM 101.

**TPSYCH 422 Psychology and the Legal System (5) I&S**

Focuses on the application of psychological research methods and knowledge to contemporary issues in the legal system. Topics include psychology of policing, criminal profiling, serial killers, criminal investigations, pretrial publicity, competency/insanity, scientific jury selection, juror decision making, sentencing/death penalty, and the social scientist as an expert witness. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 424 Autism: History and Treatment (5) I&S**

Provides upper-level undergraduate students a broad introduction to Autism Spectrum Disorders (ASD) as well as prepares individuals for the Registered Behavior Technician (RBT) exam/RBT Competency Assessment. Topics include ASD overview, etiology, developmental and social impact, evidenced based interventions, school based interventions, myths of ASD, and applied behavioral principles/techniques from the RBT Task List. Prerequisite: TPSYCH 101.

**TPSYCH 431 Sexual Deviance (5) I&S**

Examines various psychological, sociological, and biological theories that purport to explain the causes, consequences, and cure for atypical sexual behaviors, including fetishism, exhibitionism, sexual addiction, pedophilia, and erotophonophilia (lust murder). Prerequisite: either TPSYCH 202 or TPSYCH 210.

**TPSYCH 432 Sex Crimes and Sexual Violence (5) I&S**

Examines sexual criminality, its nature, characteristics, dimensions, and ramifications in American society and internationally. Topics include, sexual assault, sex offenders and survivors of childhood sexual abuse, and sexual predatory crimes, such as sex trafficking, prostitution, and child pornography. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 441 Diversity and Health Psychology (5) I&S, DIV**

Examines diverse personal, sociocultural, and institutional factors that have an impact on health and illness, including socioeconomic status, race/ethnicity/culture, gender, sexual orientation, aging, and disability. Prerequisite: either TPSYCH 101 or PSYCH 101.

**TPSYCH 443 Applied Community Projects in Environmental Psychology (5) I&S**

Focuses the principles and practices of environmental psychology on applied projects being undertaken in Tacoma and surrounding areas. Conducts research and assessments in the field of environmental psychology to understand better the theories, terms, and methods of Environmental Psychology. Prerequisite: TPSYCH 209 and TPSYCH 340.

**TPSYCH 445 Psychology of Superheroes: An Exploration of Good and Evil (5) I&S**

Explores media's portrayal of heroes and villains and how the indoctrination of good and evil through these stereotypical images influences one's self-concept, esteem, and knowledge. Examines modern day heroes or villains by surveying how individuals relate to others through acts of altruism, inaction, and

aggression. Prerequisite: TPSYCH 240.

**TPSYCH 450 Contemplative Science (5) I&S**

Focuses on the interface between Buddhist studies and the use of Buddhist principles and practices in science. Examines Buddhist perspectives on mind, self, and consciousness, contemporary research on mind-body processes, and how Buddhist-based approaches are applied in social science, neuroscience, medicine, and consciousness studies. Prerequisite: minimum 3.0 grade in TPSYCH 101.

**TPSYCH 455 Immigrant Youth and Families (5) I&S, DIV**

Explores immigrant youth development in the U.S. in various contexts (families, schools, communities, broader society, etc.). Examines individual differences within and across groups (e.g., ethnic group, family structure), and consequences of immigration and deportation practices on well-being. Focus will be on social, political, and psychological experiences of Latinx youth. Centered around qualitative research project in the South Sound. Prerequisite: TPSYCH 101; recommended: a research methods course.

**TPSYCH 460 Sport Psychology (5) I&S**

Examines biological, psychological, and social aspects of sport and performance. Evaluates the variables that impact human performance, including physiology, attention, motivation, development, personality, and group dynamics. Applies knowledge to modern controversies in sport and athletics. Prerequisite: TPSYCH 260 or T BIOL 302

**TPSYCH 471 Applied Issues in Cognition (4-5, max. 10) I&S**

Examines cognitive issues in applied settings, such as the workplace and education. Topics include such issues as attention, expertise, problem solving, decision-making, human error, automation, navigation, and individual differences. Prerequisite: minimum grade of 2.0 in either TPSYCH 209 or TPSYCH 330.

**TPSYCH 496 Psychology Internship (1-5, max. 10) I&S**

Allows students to complete an internship with an organization whose mission is related to psychology or other closely related field under faculty supervision.

**TPSYCH 498 Directed Readings in Psychology (1-5, max. 15) I&S**

Allows student to engage in independent, in-depth study of any area of psychology or related interdisciplinary area under faculty supervision. Students develop a reading syllabus, discuss the reading with their advisor, and write and revise an APA-style paper analyzing the readings. Offered: AWSpS.

**TPSYCH 499 Undergraduate Psychology Research (1-5, max. 15) I&S**

Allows student to conduct independent research in psychology or other closely related field under faculty supervision. Students work on 3-15 hours per week on independent research, meet with their faculty supervisor, and write a paper related to their experience.



## Religion

### **TRELIG 105 Introduction to Religious Studies (5) I&S/VLPA**

Introduces students to the 'data,' including objects, places, texts, music, and rituals, foundational for the academic study of religion, beginning with a critical discussion of the problem of defining 'religion'. Recommended that students complete this course before taking TRELIG 210 and TRELIG 321.

### **TRELIG 210 Modern Theories of Religion (5) I&S**

Examines intellectual questions raised by thinkers such as Darwin, Marx, and Freud which were complemented by social and political movements to privatize religion. Considers both the intellectual and social transformation of religion in the modern Western milieu. Examines the contrasting situation in less secular non-Western societies.

### **TRELIG 310 Religious Diversity in America (5) I&S, DIV**

Examines the pluralities of religions in modern American, introducing the history, sociology, and beliefs of Buddhists, Christians, and Muslims in the United States. Discusses problems of solutions to human dilemmas, the nature of ultimate reality, and the role of its founder from the perspective of each of these religions.

### **TRELIG 321 Comparative Religion (5) I&S**

Examines comparative approaches to religious experience and belief with emphasis on conceptual issues such as ritual, symbolism, identity, ecstatic experience, and revitalization movements in the context of globalization. Addresses criteria of both similarity and difference in the comparative work.

### **TRELIG 333 Buddhist Thought (5) I&S**

Explores key teachings of the Buddha. Investigates the "Three Jewels" of the Buddha, the Dharma (the Buddha's teachings), and the Sangha (the Buddhist Community) and applies the teachings to daily life.

### **TRELIG 345 Christian Thought and Ethical Practice (5) I&S**

Provides a systematic introduction to key concepts in Christianity by looking at their application to contemporary ethical problems. Explores these concepts with readings while also providing a platform for thinking about larger themes in ethical and social theory, which are broader interest for those outside of religious studies.

### **TRELIG 350 Philosophy, Religion, and the Environment (5) I&S/NW**

Examines the value of nature and whether it is socially constructed or objectively existing. Considers how our philosophical and religious worldviews affect the way we value ourselves and our environment - including perspective from diverse traditions.

### **TRELIG 365 Hinduism and Buddhism (5) I&S**

Examines Hinduism and Buddhism, two of the world's most ancient religious traditions - both originated in India, and claim well over half a billion followers in the modern world. Presents the radically different (from conventional Western) perspectives they offer on the context and meaning of human existence.

**TRELIG 366 Islam (5) I&S**

Investigates the history and forms of Islam, the predominant religion of the Middle East. Particular attention devoted to understanding values, views, and assumptions that are often quite different from those familiar in the secular societies of the West.

**TRELIG 467 PHILOSOPHY OF RELIGION (5, max. 10) I&S**

Examines selected topics in the philosophy of religion from a particular religious tradition. Focuses on arguments for the existence of God; the problem of evil; atheism; faith; religious experience and revelation; the attributes of God; miracles; immorality; and the relation between religion and morality. May be repeated with instructor permission.

**Sociology****T SOC 165 Introduction to Sociology: Developing the Sociological Imagination (5) I&S, DIV**

Surveys social issues such as race, social class, and gender using sociological theories and perspectives. Introduces sociological methods and the relationship between research and public policy. Examines how individuals and organizations have used sociological theories to institute social change.

**T SOC 265 Race and Ethnicity in the United States (5) I&S, DIV**

Introduces issues of race and ethnicity in the United States, particularly the social construction of race, and its effects on policies throughout history. Examines social movements (from the mid-1800s - present) and explores how ideas of racial justice and equality are articulated in relation to economic, political, and cultural contexts.

**T SOC 270 Introduction to Asian American: Sociological and Interdisciplinary Perspectives (5) I&S, DIV**

Introduces Asian American studies from sociological and interdisciplinary perspectives. Critically examines diverse Asian American experiences, nineteenth to twenty-first century, including contemporary issues of race, class, gender, and sexuality; immigration, labor and citizenship; war and colonialism; educational attainment; media, arts and popular culture; family relations; political movements and transnationalism.

**T SOC 335 Social Class and Inequality (5) I&S, DIV**

Examines the problem of persistent urban poverty in the United States. Explores the differential risk of poverty experienced by racial and ethnic groups and by women and children in the context of the major theories of class stratification. Also discusses the factors that lead to extreme-poverty neighborhoods, how these environments affect the life chances of residents, survival strategies of the poor, and public policy implications.

**T SOC 346 The History of Childhood and the Family in the United States (5) I&S**

Examines changing experiences and forms of childhood and family life over the course of U.S. history. Relates those experiences and forms to their political and economic contexts, considers explanations for historical alterations, and explores social and ideological implications of contemporary childhood and family life as mediated by class and ethnicity.

**T SOC 365 Advanced Sociological Theories of Race and Ethnicity (5) I&S**

Contemporary sociological and interdisciplinary theories of race and ethnicity that shape the field of race

studies and political movements. Examines theories that explain institutional and structural forms of inequality including racial formation theory, systemic racism, racialized social system, settler colonialism, and critical race theory. Prerequisite: T SOC 265 or T SOC 434.

**T SOC 369 Diversity in Adulthood (5) I&S**

Assesses the diversity of personal styles within the class (emotional patterns, personality, learning, and behavior) using various psychological instruments that identify patterns or styles. Utilizes individual differences illustrate problems of communication and conflict resolution between persons of different styles, backgrounds, and worldviews.

**T SOC 432 Schooling in the United States (5) I&S**

Explores the history of formal education in the U.S. with special consideration of the forms and content of schooling for working people, women, and minority populations. Examines specific forms of schooling, educational reform, changes in pedagogy and structure, and the relationships between schooling and other features of the historical landscape.

**T SOC 433 Household and Family in Comparative Perspective (5) I&S**

Explores cross-cultural changes and continuities in family life and household organization in selected societies. Examines creation of various family and household forms and their relation to wide-scale economic, political, and social change. Studies the impact of power relations (gender, generation, class, ethnicity/race, etc.) within and beyond the family.

**T SOC 434 Women, Race, and Class: Identity and Intergroup Relations (5) I&S, DIV**

Explores interlocking effects of race, ethnicity, class, gender, and sexuality on the life experiences of women in the U.S. Includes: impact of race, ethnicity, and racism on social institutions; women's experiences of racism; struggles of anti-racist women; relationship between racial, class, and sexual identities and feminism, development of dialogue and coalitions between women. Prerequisite: T SOC 165 or T SOC 265.

**T SOC 436 History of Social Welfare Policy in the United States (5) I&S**

Explores welfare policy in the United States from the colonial era to the present. Covers history of individual and governmental relief efforts; changing definitions of the poor and poverty; and the origins of our current welfare system.

**T SOC 437 Immigration Today (5) I&S**

Examines changing causes and patterns of post-1965 immigration from global and interdisciplinary perspectives. Topics may include: role of immigrants in changing global economy; interactions between immigrants and residents in communities, schools, workplaces; challenges of adaptation for immigrant children; new forms of citizenship and national identity. Compares Europe and United States. Prerequisite: T SOC 165 or T SOC 265.

**T SOC 439 Fieldwork and Interviewing in Communities (5) I&S**

Assists students in developing skills as qualitative researchers in communities, particularly fieldwork and in-depth interviewing. Explores theoretical, ethical, and methodological dimensions. Includes reading and discussing examples of fieldwork and carrying out students' own projects in the field.

**T SOC 446 Family Relationships and Diverse Family Forms in the United States (5) I&S**

Explores cross-cultural changes and continuities in family life and household organization in selected societies. Explores development of family and household forms and their relation to wide-scale economic, political, and social change. Studies impact of power relations within and beyond the family.

**T SOC 447 AIDS and American Society (5) I&S**

Examines the impact of the AIDS epidemic on American society, including the lives of persons with AIDS and people who are HIV-positive; the gay community, minority communities, and the American public, more broadly; Americans' concepts of health, illness, and sexuality; and the medical care system and public-health policy. Offered at Olympic Community College/Bremerton.

**T SOC 455 The Sociology of Gender (5) I&S, DIV**

Explores biological and social bases of gender differences; ways in which changing social definitions of womanhood and manhood affect self-perceptions, opportunities, and behaviors. Examines social movements and theories which challenge traditional roles of men and women in U.S. society, and those which question the benefits of liberation. Prerequisite: either T SOC 165, T SOC 265, or T WOMN 101.

**T SOC 456 Rural Societies and Development (5) I&S**

Explores Third World development issues (economic, political, and social) which are particular to rural societies. Addresses topics such as: food production and distribution, rural labor markets, migration, rural development strategies, rural poverty, the "Green Revolution," export agriculture, the proletarianization of peasants, and rural politics.

**T SOC 460 Demographic Methods: Analyzing Race, Class, and Gender (5) I&S, DIV**

Provides students with an understanding of how, when, and why descriptive statistics are generated. Students generate, collect, analyze, and critically assess description statistics, particularly demographic data on race, class, and gender.

**T SOC 470 Qualitative Research: Inquiry and Methods (5)**

Provides students with an understanding of how, when, and the reason why qualitative research is conducted. Covers common techniques used to conduct fieldwork.

**T SOC 534 Women, Race, and Class: Identity and Intergroup Relations (5)**

Explores interlocking effects of race, ethnicity, class, gender, and sexuality on public policy and the life experiences of women around the world. Includes: impact of race, ethnicity, and racism on social institutions; women's experiences of racism; struggles of anti-racist women; and development of dialogue and coalitions between women.

**T SOC 555 Sociology of Gender (5)**

Explores biological and social bases of gender differences; ways in which changing social definitions of womanhood and manhood affect self-perceptions, opportunities, and behaviors. Examines social movements and theories which challenge traditional roles of men and women in U.S. society, and those which question the benefits of liberation.

**T SOC 560 Demographic Methods: Analyzing Race, Class, and Gender (5)**

Provides students with an understanding of how, when, and why descriptive statistics are generated. Students generate, collect, analyze, and critically assess description statistics, particularly demographic

data on race, class, and gender.

**T SOC 570 Qualitative Research: Inquiry and Methods (5)**

Provides students with an understanding of how, when, and the reason why qualitative research is conducted. Covers common techniques used to conduct fieldwork.

## **Spanish**

**TSPAN 101 Elementary Spanish (5)**

**TSPAN 102 Elementary Spanish (5)**

Continues TSPAN 101. Stresses communicative approach to language. Prerequisite: either TSPAN 101, TSPAN 121, or score of 176-225 on WebCAPE placement exam.

**TSPAN 103 Elementary Spanish (5)**

Continues TSPAN 102. Stresses communicative approach to language. Prerequisite: either TSPAN 102, TSPAN 110, TSPAN 122, or score of 226-275 on WebCAPE placement exam.

**TSPAN 199 Foreign Study - Elementary (2-16, max. 16)**

Elementary instruction in approved foreign study program. Students who wish to satisfy foreign language proficiency requirement must see the departmental adviser and may be required to take additional courses through 103.

**TSPAN 201 Intermediate (5) VLPA**

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Prerequisite: either TSPAN 103, TSPAN 123, TSPAN 134, score of 276-325 on WebCAPE placement exam.

**TSPAN 202 Intermediate (5) VLPA**

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Prerequisite: either TSPAN 201 or score of 326-375 on WebCAPE placement exam.

**TSPAN 203 Intermediate (5) VLPA**

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Prerequisite: either TSPAN 202, TSPAN 210, or score of 376-450 on WebCAPE placement exam.

**TSPAN 210 Accelerated Intermediate Spanish (5) VLPA**

Merges SPAN 201 and SPAN 202. Designed to build listening, speaking, reading, and writing skills and to expand knowledge of culture and literature of the Spanish-speaking world. Combines classroom experience with accelerated Web-enhanced activities provided through Spain's Instituto Cervantes. Prerequisite: either TSPAN 103, TSPAN 123, or TSPAN 134 or score of 276-375 on WebCAPE placement exam.

**TSPAN 299 Foreign Study - Intermediate (2-16, max. 16) VLPA**

Intermediate instruction in approved foreign study program. Further study at 200 level subject to placement test score.

**TSPAN 301 Spanish Grammar and Lexicon (5, max. 10) VLPA**

Reviews Spanish grammar structures and vocabulary to develop students' capacity to understand and express themselves in Spanish with more accuracy. Helps students master concepts required for advance reading, writing, and oral proficiency. Prerequisite: either TSPAN 203, TSPAN 299, 5 credits of a TSPAN 300-level or higher course, or score of 451 or higher on the WebCAPE placement exam.

**TSPAN 302 Spanish Conversation (5, max. 10) VLPA**

Emphasizes oral proficiency and listening comprehension using film, television, music, journalistic, and literary texts as a way to understand linguistic and cultural diversity within the Spanish-speaking world. Prerequisite: either TSPAN 203, TSPAN 299, 5 credits of a TSPAN 300-level or higher course, or score of 451 or higher on the WebCAPE placement exam.

**TSPAN 303 Spanish Stylistics and Composition (5, max. 10) VLPA**

Develops writing skills for a wide variety of purposes, with activities to build vocabulary and strengthen knowledge of grammar. Includes pre-writing exercises, peer-editing and revision of texts, plus introduction to translation. Prerequisite: either TSPAN 203, TSPAN 299, 5 credits of a TSPAN 300-level or higher course, or score of 451 or higher on WebCAPE placement exam.

**TSPAN 312 Culture and Language for Spanish Heritage Speakers (5) DIV**

Expands existing Spanish language skills for students who have had exposure to Spanish at home, but that have not studied it formally. Develops oral, listening, and literacy skills through meaningful and authentic cultural content and fosters a better understanding of diverse linguistic and cultural heritage.

**TSPAN 315 Business Communication in Spanish (5) VLPA**

Develops Spanish language skills (reading, writing, speaking, and listening) within the context of the Spanish-speaking business world. Emphasizes business-specific culture and concepts. Prerequisite: minimum of 5 credits of Spanish language at the 300-level or higher.

**TSPAN 335 Hispanic Linguistics (5) VLPA**

Focuses on factors that affect the Spanish language (including phonetics, phonology, morphology, syntax, semantics, and pragmatics); the history of the Spanish language; as well as social factors that contribute to dialectical variation among Spanish speakers. Taught in Spanish. Prerequisite: 5 credits of 300-level or higher TSPAN coursework.

**TSPAN 345 Spanish for Community Engagement (5) I&S, DIV**

Explores issues impacting Latino/a communities in Tacoma and beyond, while enabling students to use and improve Spanish language skills in practical contexts. In Spanish and requires 16 hours of community engagement with a local organization. Prerequisite: 5 credits of Spanish language at 300 level or higher.

**TSPAN 348 Writing and the Research Process (5) VLPA**

Offers students the opportunity to develop their Spanish-language writing, speaking, reading, and listening skills while also learning how to carry out different kinds of research, design research projects,

and produce a variety of written texts. Prerequisite: minimum of 5 credits of Spanish language at 300-level or higher.

**TSPAN 351 Introduction to Hispanic Literary Studies (5) VLPA**

Introduces techniques of literary analysis, as applied to examples of narrative, poetry, and theater from Spain, Spanish American, and U.S. Latino culture. Taught in Spanish. Prerequisite: minimum of 5 credits of Spanish language at 300-level or higher.

**TSPAN 352 Introduction to Hispanic Cultural Studies (5) VLPA**

Acquaints students with different approaches to cultural studies, using key notions of elite, mass and folk culture of Spanish-speaking societies and examples. Topics include globalization/ modernization vs. tradition; transculturation vs. assimilation; community; family and tradition; gender and race; class. Taught in Spanish. Prerequisite: minimum of 5 credits of Spanish language at 300-level or higher.

**TSPAN 361 Mexican Film (5) VLPA**

Familiarizes students with important trends in cinema and culture in Mexico through the analysis and study of representative films, directors, and cultural movements. Taught in Spanish. Prerequisite: TSPAN 351 or TSPAN 352; and one other 300- or 400-level Spanish course.

**TSPAN 371 The Hispanic Caribbean (5) VLPA**

Analyzes significant trends in the Hispanic Caribbean through literature and other forms of cultural production, including art, music, folklore, and film. Taught in Spanish. Prerequisite: either one 300-level TSPAN course, or one 400-level TSPAN course

**TSPAN 374 Hispanic Culture Through Film (5) VLPA**

Introduces students to the cinema of the Spanish-speaking world and explores films within various national contexts. Explores issues related to politics, social change, gender, class, and ethnicity. Taught in Spanish. Prerequisite: minimum of 5 credits of Spanish language at 300-level or higher.

**TSPAN 376 Hispanic Film Directors (5) VLPA**

Examines cultural and aesthetic issues related to specific Hispanic film directors. Explores issues of cultural identity as it relates to gender, race, and socio-economic status. Taught in Spanish. Prerequisite: minimum of 5 credits of Spanish language at 300-level or higher.

**TSPAN 388 Contemporary United States Latina/o Literature (5) VLPA, DIV**

Focuses on contemporary literature by U.S.-based Chicana/o, Puerto Rican, Cuban American, and Dominican American authors from the 1960s to the present with attention to hybrid culture(s), identity, social justice, language, and socio-cultural circumstances to understand literary expression in relation to Latina/o histories. Taught in Spanish. Prerequisite: minimum of 5 credits of Spanish language at 300-level or higher.

**TSPAN 393 Foreign Study (2-10, max. 20) VLPA**

Study in Spanish speaking country outside the standard Spanish curriculum of the University of Washington. Prerequisite: 5 credits of 300-level or higher TSPAN coursework.

**TSPAN 420 Advanced Spanish Grammar (5) VLPA**

Acquaints students with more complex grammatical structures, with attention to idiomatic language uses and structures. Taught in Spanish. Prerequisite: minimum of 10 credits of upper-division Spanish language.

**TSPAN 425 Advanced Communication Skills (5) VLPA**

Promotes higher level proficiency in spoken and written Spanish. Examines regional differences, formal and informal styles of communication, cultural notions related to specific speech patterns, and social interactions. Develops idiomatic knowledge of the language. Taught in Spanish. Prerequisite: minimum of 10 credits of Spanish language at the 300-level or higher.

**TSPAN 430 Translation Techniques and Practices (5) VLPA**

Focuses on theory, practice, and mechanics of translation of a wide variety of texts, literary, and non-literary. Prerequisite: minimum of 10 credits of upper-division Spanish language.

**TSPAN 451 Hispanic Women Writers (5) VLPA**

Analyzes novels, short stories, poetry, testimony, drama, and essays by contemporary Hispanic women writers. Includes themes such as dictatorship, political and sexual repression, gender constructions, colonialism, racism, class issues, etc. Taught in Spanish. Prerequisite: TSPAN 351 or TSPAN 352; and one other 300- or 400-level Spanish course.

**TSPAN 464 Mexican Literature and Culture (5) VLPA**

Analyzes significant trends in Mexican culture through literature and other forms of cultural production, including art, music, folklore, and film/television/print media. Taught in Spanish. Prerequisite: TSPAN 351 or TSPAN 352; and one other 300- or 400-level Spanish course.

**TSPAN 480 Contemporary Spanish Culture (5) VLPA**

Analyzes significant historical, social, and political events in contemporary Spain through literature and other forms of cultural production, including art, music, dance, and film. Taught in Spanish. Cannot be taken for credit if credit earned in T HISP 490. Prerequisite: TSPAN 351 or TSPAN 352; and one other 300- or 400-level Spanish course.

**TSPAN 496 Experiential Learning in Spanish (1-10, max. 10)**

Engages students in an individualized project that combines academic and work experience in the local Spanish-speaking community. Supplements and enhances formal in-class language training. Taught in Spanish. Prerequisite: TSPAN 301; TSPAN 302; TSPAN 303; TSPAN 351; TSPAN 352. Credit/no-credit only.

**Women Studies****T WOMN 101 Introduction to Women's Studies (5) I&S, DIV**

Surveys the roles and status of women in the US; the process of gender socialization; the intersection of gender with identities such as race, class, and sexual orientation; the history and experience of women; and feminist theory and practice.



**T WOMN 205 Introduction to Masculinities (5) I&S**

Examines the key concepts of masculinities studies, analyzes the roles that men adopt, and explores how these roles are implicated in the development of male identity. Also explores the diversity of masculinities within American society.

**T WOMN 211 Women in Science (5) I&S, DIV**

Examines the contribution of women in science and technology throughout history and the impact these women have made on society. Emphasizes the effects of institutions, work, family, and mentors on the development of women in science and technology.

**T WOMN 250 Seminar in Service Learning: A Feminist Approach (5) I&S**

Introduces students to a variety of different Tacoma agencies and requires them to participate in service projects that connect feminist theory to work being done in the community by local organizations. Uses blogs, wikis, and other new media to facilitate online reflection and class discussion.

**T WOMN 251 Popular Culture and Gender (5) I&S, DIV**

Introduces the ways in which masculinity and femininity are produced through popular culture. Analyzes cultural product such as movies, advertisements, images, books, toys, etc. to understand how gender is constructed, how these constructions become cultural norms, and how these popular assumptions about gender impact our own lives.

**T WOMN 302 Research Methods in Women Studies (5) I&S**

Explores appropriate research methodologies for interdisciplinary work in women studies. Examines current debates and issues in feminist methodologies and critiques of methodology. Use of historical documents and theoretical texts. Computer applications in research in women studies. Prerequisite: either T WOMN 101, T WOMN 205, or T EGL 101.

**T WOMN 345 Women and Work in the United States (5) I&S**

Studies the fundamental changes and continuities in women's work lives in the context of U.S. economic development. Examines multiplicity and diversity of women's work contributions, both paid and unpaid. Highlights both the commonalities among women's work experiences and the differences with regard to life-cycle stage, occupation, and race/ethnicity.

**T WOMN 347 History of Women in the United States (5) I&S**

Surveys the history of women in the United States from the 1600s to the present. Explores social, political, and economic forces that have shaped women's lives, and the diversity of women's experiences rooted in class, race, and ethnicity. Considers the contributions of women's history to the larger discipline of history.

**T WOMN 420 Women in the Global Economy (5) I&S**

Explores impact of "modernization" and "development" on status and roles of women in selected Western and non-Western societies. Critical analysis of assumptions about women's responses to social change which have guided research, development planning. Examines cultural practices, economic arrangements, government policies to understand opportunities and obstacles confronting women in developing countries today.

**T WOMN 434 Women's Voices: Transnational Testimonials (5) I&S**

Explores the "testimonials" of women from selected regions in Africa, the Middle East, and Latin America. Examines women's voices in testimonial, autobiographical, biographical, ethnographic, and fictional literature. Discusses historical and sociological significance of women's "testimonials". Explores issues of race/ethnicity, class, and gender.

**T WOMN 455 Contemporary Theories in Gender and Sexuality Studies (5) I&S**

Examines contemporary and influential theories in gender-sexuality studies. Delves into feminist theory and the production of knowledge to consider the history of different schools of thought including emergent theories to challenge prevailing ways of thinking and theorizing gender studies and consider its political, social, and cultural legacies. Recommended: TWOMN 101.

**T WOMN 460 Men, Masculinities, and Emotions (5) I&S**

Explores the myths and realities of the emotions of men. Analyzes theories and research that illuminate how men experience and perform emotions through the lens of masculinities studies and various social science disciplines. Identities implications for the psychosocial health of men and women.

## Writing Instruction

**TWRT 101 Writing Ready (2)**

Provides a foundation in college-level writing before enrolling in Introduction to Academic Writing and the first-year program. Introduces reading and composing skills needed for successful writing in academic settings, including close readings, critical thinking, and writing in response to others' ideas.

**TWRT 111 Discourse Foundations (2, max. 8)**

Helps improve academic writing skills by focusing on students' own writing practices. Teaches reading skills to comprehend and analyze complex texts, review and analyze grammar structures as they appear in academic writing, and build advanced vocabulary. Prerequisite: either TWRT 120, TWRT 121, or TCORE 101; must be taken concurrently . Credit/no-credit only.

**TWRT 120 Academic Writing I (5)**

Introduces principles of argument, critical thinking, reflection, analytical reading, writing, and research practices needed for academic writing. Covers skills for managing the writing process and how to transfer learning to other disciplinary contexts for writing as part of first of a two-course sequence. Credit/no-credit only. Offered: AW.

**TWRT 121 Academic Writing II (5) C**

Reinforces and engages more deeply with principles of argument, critical thinking, reflection, analytical reading, writing, and research practices needed for academic writing. Covers skills for managing the writing process and how to transfer learning to other disciplinary contexts for writing as second part of a two-course sequence. Prerequisite: TWRT 120. Offered: WSp.

**TWRT 200 Introduction to Creative Writing (5) VLPA**

Introduces several genres and explores the creative writing process and terminology of imaginative expression.

**TWRT 211 Argument and Research in Writing (5) C**

Focuses on writing critical analyses of texts in the arts and sciences. Emphasizes close reading, critical thinking, and developing well-supported arguments as well as advanced library research skills. Stresses managing the writing process so that good work can be produced within given time constraints. Prepares students for upper-division writing tasks. Prerequisite: minimum 2.0 grade in either TWRT 112, TWRT 121, T CORE 101, or ENGL 131.

**TWRT 270 Poetry Writing (5) VLPA**

Introduces students to the craft and process of poetry writing from initial draft to advanced revision. Explores current writing styles, poetic forms, and various aesthetic issues. Students discuss craft, assigned writings, and share work with other class members.

**TWRT 274 Spoken Word Poetry (5) VLPA, DIV**

Introduces students to creating spoken word performances and studying spoken word and slam poetry by analyzing its composition, performance, and social and historical contexts. Develops critical studies relevant to the U.S. rooted in social theories of race, gender, ethnicity and disability, and concepts related to inequality and exclusion.

**TWRT 280 Fiction Writing (5) VLPA**

Introduces the process and techniques of fiction writing. Readings familiarize students with various writing styles and strategies of other writers. Students discuss craft, the assigned readings, and share work with other class members.

**TWRT 287 Creative Nonfiction Writing (5) VLPA**

Builds narrative and descriptive skills in several genres of creative nonfiction, including the personal essay, feature articles for general trade magazines, or the literary essay. Includes reading of models and writers' workshops to provide feedback on drafts.

**TWRT 291 Technical Communication in the Workplace (5) C**

Teaches objective-oriented and audience-centered communication for the workplace, while focusing on key genres of technical communication - reports, proposals, manual, and document design - essential for success in the professional world. Prerequisite: a minimum grade of 2.0 in either T CORE 101, TWRT 112, TWRT 121, or TWRT 211.

**TWRT 292 Power, Privilege, and Bias in Technology Design (3) DIV**

Explores how design and technology are shaped by social, political, cultural and material forces and can create barriers and contribute to social change, inequality and equity. Examines technology as a tool of oppression or liberation in regards to identity categories and difference--ability, ethnicity, race, age, class, gender, and sexuality. Prerequisite: Either TCORE 101, TWRT 112, TWRT 121, TWRT 211, ENGL 131, or ENGL 141.

**TWRT 311 Writing Center Theory and Practice (2, max. 6) VLPA**

Investigates current theories and practices of writing pedagogy, emphasizing the pedagogical assumptions of individual instruction. Students learn to respond constructively to writers and to texts. They also gain expertise as writers and teachers. Required for students who wish to work in the Writing Center. Prerequisite: minimum grade of 2.0 in TWRT 112, TWRT 121, or T CORE 101.

**TWRT 320 Theories and Histories of Rhetoric (5)**

Introduces rhetorical criticism by examining how particular rhetorical theories and traditions have been applied to specific social issues. Explores the development of rhetoric, as both a theory and a practice, and how those at the margins of the Western rhetorical tradition have worked to expand its purview.

**TWRT 330 Written and Visual Rhetoric (5) VLPA**

Explores the principles and practices of written and visual rhetoric to learn to employ both effectively in print-based and electronic texts. Prerequisite: minimum grade of 2.0 in TWRT 211.

**TWRT 331 Writing in the Natural Sciences (5) VLPA, C**

Studies communications and rhetorical principles for sharing scientific knowledge in professional meetings with other scientists and with general audiences. Focuses on three most common genres: scientific paper (including literature review and abstract writing), research proposal, and scientific poster. Prerequisite: a minimum grade 2.0 in either TWRT 211 or TWRT 291.

**TWRT 333 Writing Through Comics (5) VLPA**

Introduces a critical perspective on comics and builds skills in creative writing and rhetoric studies. Focuses on theory and craft, providing a lens for interpretation and application, employing workshops for students to create (and revise) their own comics. Prerequisite: minimum 2.0 grade in either T CORE 101, TWRT 112, TWRT 121, TWRT 211 or ENGL 131.

**TWRT 350 Principles of User Centered Design (5) I&S**

Explores the philosophy and process for developing solutions to design problems, including technical systems such as software applications and communication projects such as websites. Develops skills to identify and solve design problems through research, testing, and analysis.

**TWRT 355 Usability Testing and Research (5) I&S**

Explores the concept of usability and research methods related to the evaluation of information and communication products as part of the user-centered design process. Develops skills to design and conduct usability studies, analyze results, and make recommendations. Prerequisite: TWRT 291.

**TWRT 360 PLAYWRITING (5) VLPA**

Introduces foundational skills in playwriting and writing for the stage including reading of scripts and analyses of produced plays to develop awareness of the playwright's process and position in theater productions. Employs workshops to provide feedback on drafts as students write and refine scripts.

**TWRT 362 Writing and War (5) VLPA/I&S**

Introduces students to the practice of multi-genre creative writing in the context of war. Emphasizes the writing of witness and explores the cultural impact of violent conflict in poetry and prose. Discusses writing as an act of peace and requires students to develop creative writing techniques in multiple genres.

**TWRT 365 Literary Editing and Publishing (5) VLPA**

Explores practices of literary editing, magazine design, and literary small press publishing. Readings examine history, aesthetics, funding, promotion, layout, and other issues faced by literary journals in print and in emerging online media. Student assignments reflect practices of literary editors. Credit/no-credit only.

**TWRT 372 Writing Eco-Poetry (5) VLPA**

Introduces the practice of poetry writing within the context of nature and eco-writing. Develops skills to read, analyze, and respond to seminal works of nature poems, eco-poems, and critical essays from Romanticism to contemporary poetry, then create, workshop, and revise original nature and eco-poems.

**TWRT 382 WRITING POPULAR FICTION (5) VLPA**

Teaches students to write popular fiction. Explores questions of narrative, characterization, action, form, formula, and code in popular genres. Uses primary and secondary texts to study mystery, romance, spy thriller, western, horror, and science fiction. Emphasizes peer review, revision, assessment, and reflection as methods of producing excellent written work.

**TWRT 384 WRITING HISTORICAL FICTION (5) VLPA**

Builds upon foundations skills in fiction writing and introduces elements essential to writing historical fiction, including research. Includes readings from creative and historical texts and employs workshops to provide feedback on drafts as students write and revise their own short stories. Prerequisite: either TWRT 200, TWRT 280, TWRT 380, or TWRT 382.

**TWRT 388 Writing for Social Change (5) VLPA, C**

Analysis and development of texts designed to influence public opinion and advocate for social causes. Includes volunteer work in a nonprofit agency and writing for that agency.

**TWRT 389 Nature Writing (5) VLPA**

Introduces students to the skills of creative non-fiction writing within the context of nature and environmental writing. Students read, analyze, and respond to seminal works of nature essays and environmental essays, as well as eco-critical writing, then create, workshop, and revise their own original nature and environmental essays.

**TWRT 391 Advanced Technical Communication (5) VLPA**

Explores Technical Communication concepts and skills to inform the creation of information across a variety of genres. Focuses on researching, creating, and delivering information through written and oral communication forms used in professional and technical settings. Prerequisite: TWRT 291

**TWRT 440 Cross-Cultural Communication Design (5) I&S**

Examines issues that affect communication from global and local perspectives including the role culture and technology play in human interactions. Discusses the research and practices that writers and designers need to consider when internationalizing and localizing information products. Explores techniques and skills to develop effective communication products.

**TWRT 450 Principles of Accessible Design (5) I&S**

Explores accessibility barriers, standards, and guidelines for designing products and processes such as self-service kiosks and websites. Develops skills to solve accessibility problems through video ethnographies of barriers, apply automated and adaptive technology tools for testing and analyze data for devising solutions. Prerequisite: either TWRT 291, TWRT 350, TWRT 355, TWRT 440, TCOM 320, or TCOM 420.

**TWRT 464 Teaching Writing (5) VLPA**

Studies theories and practices of writing education and the history and challenges of writing assessment.

Explores learning communities. Emphasizes pedagogical questions of social class, ethnicity, multilingualism, gender, sexual orientation, disability, and nationality. Prerequisite: minimum grade of 2.0 in either TWRT 211 or TWRT 272.

**TWRT 470 Advanced Poetry Writing (5, max. 10) VLPA**

Builds upon foundational skills in writing both traditional and contemporary poetry. Includes reading of models and writers' workshops to provide feedback on drafts. Students develop a portfolio of polished writing by the end of the course. Prerequisite: minimum grade of 2.0 in either TWRT 270 or TWRT 372.

**TWRT 480 Advanced Fiction Writing (5, max. 10) VLPA**

Builds upon foundational skills in fiction writing such as dialog, narration, theme, language, and character. Includes reading of models and writers' workshops to provide feedback on drafts. Students develop a portfolio of polished writing by the end of the course. Prerequisite: minimum grade of 2.0 in either TWRT 280, TWRT 380, TWRT 382, or TWRT 384.

**TWRT 487 Advanced Creative Nonfiction (5, max. 10) VLPA**

Builds on beginning creative nonfiction skills in several genres: personal or lyric essay, literary journalism, the nonfiction "short", or prose poetry. Includes reading of models and writers' workshops to provide feedback on drafts. Students develop a portfolio of polished writing by the end of the course. Prerequisite: TWRT 287 or TWRT 389.

**TWRT 499 Advanced Topics in Creative Writing (1-5, max. 15) VLPA**

Builds on beginning creative writing skills. Includes reading of models and writers' workshops to provide feedback on drafts. Students work on developing a portfolio of published writing.

# School of Nursing and Healthcare Leadership

The School of Nursing and Healthcare Leadership offers two distinct undergraduate majors, an undergraduate minor and a professional graduate degree. The undergraduate degrees include a transfer degree, which takes a registered nurse, licensed in Washington State, to a Bachelor of Science in Nursing (RN-BSN) degree, as well as a Bachelor of Arts in Healthcare Leadership. The undergraduate minor, open to all majors, is in Health and Society. The Master of Nursing degree offers professional graduate study with two different curriculum options. An ADN-BSN-MN accelerated study option is also available.

The School of Nursing and Healthcare Leadership has strong ties to the South Puget Sound community. The students complete fieldwork and practicum placements in the South Puget Sound region and the faculty conduct collaborative research with partners in our community. The Nursing and Healthcare Leadership alumni are also actively involved in the healthcare field, in this region and nationally, either professionally or through volunteer opportunities.

## Accreditation

The baccalaureate degree program (BSN) and master's degree program (MN) in nursing at University of Washington Tacoma are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791 (<http://www.ccneaccreditation.org>).

## Undergraduate Degrees & Options

The School of Nursing & Healthcare Leadership offers the following programs of study:

- Bachelor of Arts in Healthcare Leadership
- Bachelor of Science in Nursing (RN to BSN)

### Option

- ADN-BSN-MN Study Option

## Bachelor of Arts in Healthcare Leadership

The University of Washington Tacoma's bachelor of arts degree with a major in Healthcare Leadership provides opportunities for students interested in leadership positions across a spectrum of healthcare settings. The program is designed to utilize an interdisciplinary approach that prepares students for careers in healthcare. This degree will prepare students in South Puget Sound with the critical thinking processes and experiential learning necessary to become leaders in organizations ranging from healthcare systems to government agencies.

The bachelor of arts with a major in Healthcare Leadership curriculum focuses on critical thinking and analysis, communication, and diversity. The baccalaureate degree enables individuals to assume leadership roles in a range of positions. Graduates collaborate with interdisciplinary teams in complex organizational systems to improve healthcare access, cost, and quality.

## What Makes the Program Unique?

- Offers courses designed to apply content to healthcare leadership
- Works for both part-time and full-time students
- Provides opportunities to explore interests and be creative

In addition to the major, opportunities exist to obtain a minor or a certificate in other disciplines.

Students have community partnership opportunities culminating in a four-credit fieldwork experience in which the students participate in real-world learning experiences in a healthcare organization in the community. These learning opportunities serve as a bridge to future employment opportunities for the students.

## Program Goals

- Use multiple communication strategies that enhance positive human relationships considering both clients/customers and work force personnel.
- Demonstrate the ability to integrate both theoretical and experiential knowledge relevant to leadership in the healthcare environment.
- Integrate ethical behaviors into leadership practice.
- Demonstrate knowledge of the healthcare environment that includes awareness of cost, access, and quality challenges and the ability to generate solutions to these challenges.
- Demonstrate basic budgeting, outcome measurement, and informatics abilities.

To support and document progress toward accomplishing these goals, each graduating student is required to submit a portfolio of work completed during the student's residence at UW Tacoma.

## Admission Requirements

Applicants to the program must meet the following requirements prior to enrolling:

- A cumulative GPA of at least 2.5 on a 4.0 scale in all college course work
- A minimum of 60 credits with a grade of 2.0 or better on a 4.0 scale in prerequisite course work to include:
  - 5 credits of English composition (10 additional writing-intensive credits completed via required Healthcare Leadership course work)
  - 5 credits of human biology OR anatomy and physiology OR equivalent coursework
  - 5 credits of approved statistics (may be taken at UW Tacoma); [see list of approved courses](#)
  - 15 credits of Individuals and Society course work (may be completed at UW Tacoma)
  - 15 credits of Visual, Literary and Performing Arts course work (may be completed at UW Tacoma)
  - 15 credits of Natural World course work (may be completed at UW Tacoma)
- Currently licensed Washington State healthcare providers must provide proof of unrestricted license status (does not apply to non-licensed applicants)
- Agreement to adhere to the [Essential Behaviors for Admission, Continuation and Graduation](#) and [Social Networking Policy](#).



## Application Process

The UW Tacoma Healthcare Leadership program has an annual admission process and admits students for autumn quarter only.

Applications that meet the priority application deadline are assured a review for admission in the upcoming academic year. Subsequent reviews are completed on a space-available basis.

Applications for admission into the Healthcare Leadership program are considered complete when the following have been received:

Transfer students must complete:

- UW Tacoma Application for Transfer Admission and application fee
- Official transcripts for all college-level coursework (high school transcripts are required only if world language or intermediate algebra requirements were completed in high school)
- [Healthcare Leadership Program Application and Supplemental Materials Kit](#)

Current UW Tacoma students must complete:

- [Healthcare Leadership Program Application and Supplemental Materials Kit](#)

## Admitted Students

Admitted students are required to complete an online criminal background check through CastleBranch with acceptable results. For examples of offenses that would result in individuals being ineligible for fieldwork, see the Department of Social and Health Services Secretary's [List of Crimes and Negative Actions website](#). Please note there is a separate fee for this service. A repeated criminal background check may be required prior to enrolling in practicum courses.

After admission to the program, students are required to submit required immunizations, and a current CPR certification through the CastleBranch compliance tracker. Students will be required to complete the UW HIPAA Compliance course. Based on information from major healthcare organization in our region, we anticipate students will be required to have a negative drug screen test as part of clinical clearances. Students are responsible for their own transportation to and from fieldwork course work. Currently licensed Washington state healthcare providers must provide proof of unrestricted license status (does not apply to non-licensed applicants) before enrolling in any clinical course.

## Academic Standards/Policies

Students are required to maintain satisfactory progress meeting the university and program standards in their pursuit of the BA degree with a major in Healthcare Leadership, defined as achieving a minimum grade of 2.0 in all healthcare leadership, healthcare leadership-related and required courses. Students must also achieve a 2.0 grade in any repeated course.

If a student fails to achieve a 2.0 in a required course, they will be allowed one opportunity to retake the course. If the second attempt to achieve a 2.0 is not successful, unless there is a documented hardship withdrawal, students are not allowed to continue in the Healthcare Leadership major. Any third attempt to take a required course would require Healthcare Leadership committee approval.

Furthermore, a student who fails two (2) required courses will not be allowed to continue in the Healthcare Leadership major as this indicates unsatisfactory progress.

A student may petition to continue in the program. The petition will be reviewed by the Healthcare Leadership committee. The student will be informed of the committee's decision. Likewise, students who do not maintain an overall 2.0 GPA are not allowed to continue in the Healthcare Leadership major. Students do have the right to appeal to the HCL Committee prior to separation from the Program.

Students must meet all of the Essential Behaviors for Admission, Continuation and Graduation and comply with Social Networking policy.

## **Graduation Requirements**

To earn a bachelor of arts in Healthcare Leadership, a minimum of 90 credits are required as outlined below.

### **General Requirements**

- Be a matriculated Healthcare Leadership student in good academic standing with the University of Washington Tacoma.
- Complete a minimum of 180 credits, including 15 credits of Individuals and Society course work, 15 credits of Visual, Literary and Performing Arts course work and 15 credits of Natural World course work.
- Satisfy all of the general university graduation requirements, including five credits of English composition with a minimum grade of 2.0.
- Complete the final 45 credits in residence at the University of Washington Tacoma.

### **Core Courses: 60 Credits**

- THLEAD 350 (5 credits)
- THLEAD 360 (5)
- THLEAD 380 (5)
- THLEAD 403 (3)
- THLEAD 405 (5)
- THLEAD 406 (5)
- THLEAD 410 (3)
- THLEAD 420 (5)
- THLEAD 460 (5)
- THLEAD 480 (4)
- T HLTH 310 (5)
- T HLTH 320 (5)
- T HLTH 440 (5)

### **General Electives: 30 credits**

Students are encouraged to select health-related courses or to complete a minor. Of the 30 electives, 20 must be UWT electives and a minimum of 10 credits must be upper-division.

## **Bachelor of Science in Nursing (RN to BSN)**

Students admitted to the BSN program are registered nurses who have completed the initial phase of their education through an associate degree or diploma nursing program.

### **Program Overview**

The BSN curriculum focuses on critical thinking, responses to health and human functioning, nursing intervention and person-environment interaction within a context of cultural diversity. The curriculum also includes all the essential elements of baccalaureate education for professional nursing practice as defined by the American Association of Colleges of Nursing (AACN). An interdisciplinary emphasis encourages an understanding of a broad range of ideas, knowledge and methods of study.

Since most students in the UW Tacoma Nursing program are employed in a variety of health care settings, courses are scheduled to enable students to continue employment while enrolled in the program of study. A BSN from UW Tacoma enhances the graduate's ability to contribute to his or her community's institutions and to the health of citizens of Washington State, particularly during this period of rapid change in health care.

### **Program Goals**

Opportunities are provided to enable the learner to develop professionally and to meet the Nursing program goals, which are for graduates to:

1. Integrate concepts and ways of knowing from the arts and sciences in promoting health and managing nursing care across the wellness-illness continuum.
2. Demonstrate value-based professional behaviors that integrate empathy, autonomy, integrity, social justice, equity as well as respect for diversity and inclusion, human rights, and human dignity through cultivating partnerships with patients, families and communities.
3. Deliver and advocate for health equity through health promotion, care coordination and disease prevention strategies at the individual, family, community, and population levels.
4. Apply leadership concepts, skills, and decision making in the provision and oversight of nursing practice in a variety of settings.
5. Appraise, critically summarize and translate current evidence into nursing practice.
6. Demonstrate integration of nursing scholarship, critical thinking, clinical decision making, and psychomotor skills necessary for the delivery of competent, safe, evidence-based, holistic, compassionate and high quality care to individuals, families, communities and populations across the lifespan.
7. Translate principles of safety and quality improvement into the delivery of high quality care to individuals, families, communities, and populations.
8. Utilize information, communication and patient care technology tools to facilitate clinical decision-making and the delivery of safe, effective and high quality nursing care.
9. Demonstrate effective professional communication and collaboration within and across disciplines and with the public to optimize health outcomes.
10. Demonstrate an understanding of how health policy, economic, legal, political, and socio-cultural factors influence the delivery of and advocacy for equitable health care.

To support and document progress toward accomplishing these goals, each student is required to submit a portfolio of work completed during the student's residence at UW Tacoma. This work will become a part of the student's record of accomplishment in the program.

## Admission Requirements

Applicants to the UW Tacoma BSN program must meet the following requirements:

- Current unrestricted licensure as a registered nurse in the state of Washington\*
- One year of clinical practice (includes associate degree nursing school clinicals)
- A cumulative GPA of at least 2.0 on a 4.0 scale in all college course work
- A minimum of 90 credits with a grade of 2.0 or better on a 4.0 scale in prerequisite course work to include:\*\*
  - 5 credits of English composition (10 additional writing-intensive credits completed via required Nursing course work)
  - 15 credits of Individuals and Society course work (may be completed at UW Tacoma)
  - 15 credits of Visual, Literary and Performing Arts course work (may be completed at UW Tacoma)
  - 5 credits of chemistry
  - 10 credits of anatomy and physiology (may be met via examination)
  - 3 credits of microbiology (may be met via examination)
  - 5 credits of advanced math (may be petitioned)
  - 5 credits of UW School of Nursing-approved statistics (may be taken at UW Tacoma); [see approved courses](#)
- Forty-five (45) advanced placement credits are earned through successful completion of RN licensure examination.
- Agreement to adhere to the [Essential Behaviors for Admission, Continuation and Graduation](#) and [Social Networking Policy](#).

*\*Provisional admission may be offered to students in the final year of an associate degree in a nursing program.*

*\*\*Students with 50–90 transferable credits may be considered. Please contact an advisor for more information.*

## Application Process

The UW Tacoma BSN program has an annual admission process and admits students for summer, autumn, and winter quarters.

Applications that meet the priority application deadline are assured a review for admission in the upcoming academic year. Subsequent reviews are completed on a space-available basis.

Applications for admission into the Nursing program are considered complete when the following have been received:

- UW Tacoma Application for Transfer Admission and application fee
- Official transcripts from all previous institutions attended (high school transcripts are required only if world language or intermediate algebra requirements were completed in high school).
- [Nursing Program Application and Supplemental Materials Kit](#)

## Admitted Students

Admitted students are required to complete an online criminal background check through CastleBranch with acceptable results. For examples of offenses that would result in individuals being ineligible for practicum placements, see the Department of Social and Health Services Secretary's List of Crimes and Negative Actions [website](#). Please note there is a separate fee for this service. A repeated criminal background check may be required prior to enrolling in practicum courses.

After admission to the program, students are required to submit required immunizations, and a current CPR certification through the CastleBranch compliance tracker and have an unrestricted RN license. Students will be required to complete the UW HIPAA Compliance course. Based on information from major healthcare organization in our region, we anticipate students will be required to have a negative drug screen test as part of clinical clearances. Students are responsible for their own transportation to and from practicum course work.

*\*Provisional admission may be offered to students in the final year of an associate degree in a nursing program.*

*\*\*Students with 50–90 transferable credits may be considered. Please contact an advisor for more information.*

## Academic Standards/Policies

BSN students are required to maintain satisfactory progress meeting the university and program standards in their pursuit of the BSN degree, defined as achieving a minimum grade of 2.0 in all nursing, nursing-related and required courses. Students must also achieve a 2.0 grade in any repeated course.

A BSN student may repeat a course once. Both the original grade and the second grade will be computed in the grade-point average but credit will be allowed only once.

Furthermore, a BSN student who fails two (2) required courses will not be allowed to continue in the BSN Program as this indicates unsatisfactory progress. A student may petition to continue in the program. The petition will be reviewed by the BSN committee. The student will be informed of the committee's decision (see: [tacoma.uw.edu/nursing/grading-bsn](http://tacoma.uw.edu/nursing/grading-bsn)).

Proof of valid RN licensure in the state of Washington is required before enrolling in any clinical course. Students must meet all of the Essential Behaviors for Admission, Continuation and Graduation and comply with Social Networking policy.

## General Requirements

- Be a matriculated Bachelor of Science in Nursing student in good academic standing with the University of Washington Tacoma.
- Complete a minimum of 180 credits, including 15 credits of Individuals and Society course work, 15 credits of Visual, Literary and Performing Arts course work and 15 credits of Natural World course work.
- Satisfy all of the general university graduation requirements, including five credits of English composition with a minimum grade of 2.0.

- Complete a minimum of 180 credits distributed as follows:
  - 90 transfer credits
  - 45 advanced placement credits via RN licensure examination
  - Complete the final 45 credits in residence at the University of Washington Tacoma.

## **Graduation Requirements**

- To qualify for graduation with a Bachelor of Science in Nursing from the University of Washington Tacoma, a student must satisfy all BSN admission requirements.
- 45 advanced placement credits via RN licensure examination.
- 35 credits in required Nursing course work (minimum 2.0 grade in each course):
  - T NURS 340 (3)
  - T NURS 345 (1)
  - T NURS 350 (3)
  - T NURS 402 (3)
  - T NURS 403 (3)
  - T NURS 407 (3)
  - T NURS 410 (3)
  - T NURS 412 (3)
  - T NURS 414 (5)
  - T NURS 430 (3)
  - T NURS 435 (3)
  - T NURS 450 (1)
  - T NURS 451 (1)
- 10 credits in upper-division electives at UW Tacoma.\* (minimum 2.0 grade in each course)

\*Additional electives to meet a minimum of 180 credits (Nursing course work at UW Tacoma used to satisfy this requirement must also be completed with a minimum grade of 2.0).

## **ADN-BSN-MN Study Option**

The ADN-BSN-MN study option is an accelerated program plan for high-achieving associate degree and diploma-prepared nurses to earn their MN degree. Applicants must be graduates of a nursing accredited program. ADN-BSN-MN students substitute two MN courses for two undergraduate nursing courses. The six credits of master's level course work are counted as part of the 180 required undergraduate credits.

A program of study is planned that meets UW Tacoma BSN and MN graduation requirements. The BSN is awarded upon completion of the baccalaureate program. Once a baccalaureate degree is earned and the student is accepted into the UW Graduate School, the student then completes a 41-credit graduate program, rather than the standard 47-credit program.

## **Admission Requirements**

**To be considered for the accelerated ADN-BSN-MN study option, the student must:**

- Have a cumulative GPA of 3.0 for all transfer college courses.
- Receive a grade of 3.5 or higher in T NURS 350 Critical Analysis and Writing.

## Consideration for the ADN-BSN-MN Study Option

Students must first be accepted into the UW Tacoma BSN program before applying for the ADN-BSN-MN study option. Potentially qualified ADN-BSN-MN students will be notified of eligibility after completion of T NURS 350 Critical Analysis and Writing.

Acceptance into the ADN-BSN-MN study option does not connote or imply automatic acceptance into the UW Graduate School. The student must meet the criteria for acceptance. Requirements are found at [tacoma.uw.edu/nursing/admission-requirements-mn](http://tacoma.uw.edu/nursing/admission-requirements-mn).

## Academic Standards/Policies

**BSN students** are required to maintain satisfactory progress meeting the university and program standards in their pursuit of the BSN degree, defined as achieving a minimum grade of 2.0 in all nursing, nursing-related and required courses. Students must also achieve a 2.0 grade in any repeated course and provide proof of valid RN licensure in the state of Washington before enrolling in any clinical course.

A BSN student may repeat a course once. Both the original grade and the second grade will be computed in the grade-point average but credit will be allowed only once.

Furthermore, a BSN student who fails two (2) required courses will not be allowed to continue in the BSN Program as this indicates unsatisfactory progress. A student may petition to continue in the program. The petition will be reviewed by the BSN committee. The student will be informed of the committee's decision (see: [tacoma.uw.edu/nursing/grading-bsn](http://tacoma.uw.edu/nursing/grading-bsn)).

Students must meet all of the Essential Behaviors for Admission, Continuation and Graduation and comply with Social Networking policy.

**MN students** are required to maintain satisfactory progress meeting the university and program standards relative to scholarship and performance in pursuit of the master's degree including each of the following:

1. Maintain a 3.00 cumulative GPA.
2. Earn a quarterly GPA of 3.00 or higher.
3. Earn a grade of 2.7 or higher in each required course.
4. Students may repeat only one core course one time. Student may repeat only one curriculum option course one time.
5. Make adequate progress with the scholarly project or thesis or course work option.
6. Meet all Essential Behaviors for Admission, Continuation and Graduation (see website: [www.tacoma.uw.edu/nursing/essential-behaviors](http://www.tacoma.uw.edu/nursing/essential-behaviors)).

## Graduation Requirements

Students in this option will work with the advisor to create an individualized program plan.

## Minors

The School of Nursing & Healthcare Leadership offers the following program of study:

- Health and Society

### Health and Society Minor

The Health and Society minor is open to all UW Tacoma students, except Nursing and Healthcare Leadership majors. The Health and Society minor offers students the opportunity to increase their understanding of, and advocacy for, health within a broad social context. The courses enable students to make use of valid sources of information, to understand health policy, and to examine individual, community, environmental, and global health issues. The Health and Society minor provides a valuable study option for students with allied health work experience or students interested in the health care sector.

#### Requirements: 25 credits

- All courses must be completed with a minimum grade of 2.0.
- The minor in Health and Society requires 25 credits to include:
  - T HLTH 310 (5 credits)
  - T HLTH 440 (5 credits)

#### Elective Courses: 15 credits

- 15 credits of T HLTH or THLEAD elective courses. See advisor for approved list.

## Graduate Degrees

The School of Nursing & Healthcare Leadership offers the following programs of study:

- Master of Nursing

#### Option

- ADN-BSN-MN Study Option

### Master of Nursing

The Nursing program focuses on the discovery and dissemination of knowledge that promotes health. The curriculum emphasizes and fosters the integration of teaching, inquiry and service within a community of learners. Partnerships with community members assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

#### About the Degree Program

The Master of Nursing program prepares registered nurses for practice in wide variety of settings including acute, long-term care, ambulatory, community, and education settings. The program offers the following curriculum options:



- Leader in Healthcare Delivery
- Nurse Educator

The curriculum has a strong emphasis on mentoring, both in terms of fieldwork placements and with the faculty. The core coursework for both curriculum options includes research, health systems, health policy, leadership, and social issues related to health.

Students take 4 courses in their curriculum option and 7 core courses. Two quarters of fieldwork provide students with an opportunity to participate in a setting that assists them in meeting their goals.

The standard program plans have students complete the 47 required credits in seven quarters. While it is possible to enroll during any quarter, beginning in the autumn is best for course sequencing and learning.

### **Leader in Healthcare Delivery**

The Leader in Healthcare Delivery curriculum option provides nurses with the skills and knowledge to become leaders and change agents in the evolving healthcare environment. The curriculum focuses on leadership, program development and evaluation and human and fiscal oversight to foster effectiveness, innovation and change.

The curriculum prepares graduates to collaborate with healthcare professionals and members of the community to address the health care needs of a complex and diverse society.

Graduates function as nurses in leadership roles to design, implement and evaluate interventions and programs based on assessed population, community, or group needs, as well as clinical nurses, managers or administrators in health care systems, governmental agencies or community organizations.

### **Nurse Educator**

The Nurse Educator curriculum option prepares nurses to teach in schools of nursing and continuing education programs, as well as staff development, clinical education or patient education roles. The curriculum focuses on learning theory, teaching methods, curriculum development, and evaluation. Fieldwork experiences are individualized and focus on the nurse educator role in community colleges or universities, hospitals, ambulatory care and community settings.

Graduates function as educators and leaders in clinical education, academic institutions, health care settings and community agencies.

### **Program Goals**

All students in the Master of Nursing program are prepared by the program to meet each of the following goals:

- Evaluate the adequacy of underlying knowledge from nursing science, related fields and professional foundations as it informs nursing practice.
- Competently assess, manage health-related issues with a defined population or care system and evaluate the effectiveness of these nursing practices.
- Utilize knowledge and skills in professional practice among diverse and multi-cultural populations.

- Demonstrate competence in development of inquiry relevant to practice, education or administration.
- Develop and utilize leadership strategies that foster improvement of health care.
- Articulate ethical issues and responsibilities involved in nursing practice.

## Admission Requirements

**Admission to the Master of Nursing program is competitive and based on acceptance by the UW Graduate School and the MN program at the University of Washington Tacoma.**

The following are required:

- A baccalaureate degree from an ACEN- (formerly NLN) or CCNE-accredited nursing program with a minimum grade-point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits (or 60 semester credits). [What if I don't have a bachelor's degree in nursing?](#)
- Completion of a three-credit basic course in descriptive and inferential statistics with a grade of at least 2.0 on a 4.0 scale. [Find an approved statistics course.](#)
- Current unrestricted Washington state RN license.

## Admission Process:

1. **A current résumé:** describe all RN work experience, with dates and positions and provide a brief description of responsibilities, including evidence of leadership in practice. If applicable, describe experience related to chosen program area of interest. Identify professional involvement, awards, volunteer work, publications, and/or committee membership.
2. **Three references:** one academic, one professional from a clinical nursing supervisor who can attest to your competence as a registered nurse, and one other from a healthcare professional
3. **Statement of goals to address the following:**
  - Your essay is meant to convey information about why you are pursuing a graduate nursing degree, why you are choosing your desired area of study, and how your graduate experience is necessary for reaching your professional goals.
  - Review the UW Tacoma Master of Nursing "[Philosophy of Graduate Education](#)" and "[Conceptual Framework for Graduate Education](#)." Use this information to brainstorm ideas and identify the fit between yourself and the program philosophy.
  - Identify the MN study option you are intending to pursue.
  - Discuss your unique attributes and background and how these contribute to your understanding and goals in nursing.
  - Avoid outlines and lists. You will be evaluated in part on your ability to communicate effectively in writing.
  - The maximum length of the essay should not exceed three pages, typewritten and double spaced, using a 12-point font.
4. **Agreement to adhere to the [Essential Behaviors for Admission, Continuation and Graduation](#) and [Social Networking Policy](#).**

## Admitted Students

Admitted students are required to complete an online criminal background check through CastleBranch with acceptable results. For examples of offenses that would result in individuals being ineligible for fieldwork placement, see the Department of Social and Health Services Secretary's List of Crimes and Negative Actions [website](#). Please note there is a separate fee for this service. A repeated criminal background check may be required prior to enrolling in fieldwork courses.

After admission to the program, students are required to submit required immunizations, and a current CPR certification through the CastleBranch compliance tracker and an unrestricted RN license. Students

will be required to complete the UW HIPAA Compliance course. Based on information from major healthcare organization in our region, we anticipate students will be required to have a negative drug screen test as part of clinical clearances. Students are responsible for their own transportation to and from fieldwork.

### **Transfer Credit**

An admitted MN student may petition to transfer up to the equivalent of 12 quarter credits of graduate course work earned in graduate status from an accredited institution. Graduate credits that have been applied toward a completed degree cannot be transferred. Written petitions for transfer credit must be submitted to the Graduate Committee within one quarter of acceptance to the MN program.

### **Graduate Non-matriculated (GNM) Status**

Graduate non-matriculated (GNM) enrollment is beneficial to those who are interested in professional development or beginning work toward a graduate degree. A graduate non-matriculated student is a post-baccalaureate student who wants to take graduate courses, but who has not been admitted by the Graduate School to a degree program. GNM status allows qualified students to earn graduate credits in an area of interest. A total of 12 credits can apply toward a graduate degree. This status is not available to international students on F-1 visas. Acceptance as a GNM student does not imply nor does it confer priority for later admission to the Graduate School for pursuit of a degree.

### **Academic Standards/Policies**

Students are required to maintain satisfactory progress meeting the university and program standards relative to scholarship and performance in pursuit of the master's degree including each of the following:

1. Maintain a 3.00 cumulative GPA.
2. Earn a quarterly GPA of 3.00 or higher.
3. Earn a grade of 2.7 or higher in each required course.
4. Students may repeat only one core course one time. Student may repeat only one curriculum option course one time.
5. Make adequate progress with the scholarly project or thesis or course work option.

Meet all Essential Behaviors for Admission, Continuation and Graduation and Social Networking policies.

Students may repeat only one core course one time. Students may repeat only one curriculum option course one time. Students pursuing the coursework option for scholarly inquiry who do not earn a satisfactory grade may repeat the course once or submit a revised proposal for review and approval, if a new course is selected.

## **Graduation Requirements**

The minimum requirements for graduation with the Master of Nursing degree from the University of Washington Tacoma are:

### **Core courses: 18 credits**

- T NURS 510 (3)
- T NURS 527 (3)
- T NURS 552 (3)
- T NURS 554 (3)
- T NURS 556 (3)
- T NURS 557 (3)

### **Research courses: 5 credits**

- T NURS 551 (5)

### **Study option courses: 12 credits**

- **Leader in Healthcare Delivery**
  - T NURS 523 (3)
  - T NURS 539 (3)
  - T NURS 561 (3)
  - T NURS 545 (3)
- **Nurse Educator**
  - T NURS 511 (3)
  - T NURS 512 (3)
  - T NURS 513 (3)
  - T NURS 558 (3)

### **Fieldwork: 6 credits**

- T NURS 503 (3)
- T NURS 505 (3)

### **Scholarly Inquiry: 6-9 credits (see advisor for more information):**

- T NURS 596 (1)
- T NURS 597 (1)
- T NURS 598 (minimum 5)
- T NURS 700 (minimum 9)
- Coursework Option Courses (minimum 6)

## Course Descriptions

### Health

#### **T HLTH 215 Innovation, Wireless and Digital Healthcare (5) I&S**

Explores technology's role in healthcare delivery. Introduces the US healthcare system, technology in healthcare organizations, remote-based technologies, appropriate use of technology, barriers to healthcare access for marginalized communities, and technology's role in removing barriers.

#### **T HLTH 285 Introduction to Global Health (5) I&S**

Introduces the broad field of global health. Explores how global health involves sociocultural, economic, and geo-political factors that affect the health of individuals and communities both locally and around the world.

#### **T HLTH 290 Special Topics in the Foundations of Health (3-5, max. 10)**

Explores current topics in health and describes factors contributing to selected health problems and steps to maintain health.

#### **T HLTH 310 Health, Illness, and Society (5) I&S, DIV**

Introduction to societal factors influencing health both locally and globally, utilizing perspectives from diverse disciplines. Examines topics such as the social construction of health and illness, the meaning of health and illness in cultural context, the social determinants of health, and issues in health care delivery and access.

#### **T HLTH 320 Promoting Health Through Social Marketing (5) I&S**

Examines strategies to promote health both locally and globally. Covers social marketing principles. Applies a range of social marketing techniques to develop a campaign to promote health at a population level.

#### **T HLTH 325 Medical and Ethical Issues in Literature and Culture (5) VLPA**

Examines various medical and bioethical issues through the lens of literature. Explores the role of technology, illness and culture, and end-of-life issues. Offered: jointly with T LIT 325.

#### **T HLTH 330 Representations of Adolescents in Film (5) VLPA**

Interprets and critiques images of adolescent issues in film; compares images, sounds, settings, and plot of film; promotes willingness to investigate commonplace assumptions versus evidence of health risks portrayed cinematically.

#### **T HLTH 340 Addiction, Mental Health and Mental Illness in Film and Media (5) VLPA**

Examines how addiction, mental illness and mental health are represented in films, TV and other visual media in the context of social issues. Utilize current research to critique these portrayals. Explore how the cinematic elements shape the public perceptions.

**T HLTH 355 HIV/AIDS: Global and National Issues (5) I&S**

Examines historical and contemporary issues related to HIV/AIDS from local, national, and global perspectives. Focuses on HIV/AIDS among vulnerable populations worldwide, prevention efforts, history of the pandemic, treatment protocols and advances, and psychological impacts on both infected and affected individuals. Cannot be taken for credit if credit earned in TSOCWF 355.

**T HLTH 372 Environmental Health: Local to Global (5) I&S**

Examines environmental factors that influence human health including physical, social, cultural, economic, and political factors. Address environmental factors at home (lead, radon) in work settings (occupational health and safety), the community (pesticides, air pollution), and in the global context (population dynamics, global warming).

**T HLTH 405 Photovoice and the Art of Documentary Photography: An Aesthetic Lens on Human Health (5) VLPA**

Describes the ways photovoice and other forms of documentary photography depict conditions in which people strive to exist. Examines the physical, depictive, mental aesthetic of documentary photography and activism for health.

**T HLTH 410 Environmental Equity (5) I&S**

Explores relationships between environmental issues and people of color and low-income communities from both local and global perspectives. Emphasizes issues of race/ethnicity, socioeconomic status, and policy and politics in environmental equity. Offered: jointly with T URB 410.

**T HLTH 412 Applying Positive Psychology to Health Promotion (5) I&S**

Evaluates role of positive emotions and behaviors in promoting health and wellness. Examines theories of emotions, strategies to measure positive emotions, relationship between positive emotions and health outcome, and role of culture and positive emotions in well-being. Examines forgiveness, mindfulness, optimism, gratitude, happiness, and compassion.

**T HLTH 415 Representations of Health Policy and Ethics in Film (5) VLPA**

Examines contemporary conflicts about health and health care using films. Films used as a means of displaying and exploring the competing images of bodies, policies, workers, and institutions used to frame and personify these debates. Films supplemented by readings in film analysis, literature, narrative ethics, and health policy.

**T HLTH 420 Holistic Health (5)**

Examines the economic, social and cultural conditions that support the growth of holistic nursing. Discusses relevant research and practice issues of selected methods of complementary/alternative healing.

**T HLTH 430 Adolescent Health in Context (5) I&S**

Provides an overview of adolescent health in the United States and examines current issues in adolescent health research. Addresses a matrix of adolescent health contexts such as historical constructions of adolescence, politics, race/ethnicity, class, gender, culture, sexuality, school, neighborhood, family, and peer groups.

**T HLTH 440 Business of Health Care (5)**

Explores the forces driving the changes in the evolving U.S. healthcare system to include resource allocation and cost-containment strategies. Emphasizes the examination of key economic concepts, e.g., outputs, supply, demand, and markets as they relate to the healthcare industry.

**T HLTH 455 Knowing Health and Illness Through The Arts (5) VLPA**

Analyzes how life, health, and wellness, as well as illness, suffering, and death are depicted in literature, poetry, music, photography, and sculpture. Examines how the power of the aesthetic experience of the arts facilitates the cultural understandings of health and illness.

**T HLTH 465 Integrative Health and Wellness Coaching (5)**

Examines integrative health and wellness coaching partnership to assist clients to identify and achieve health goals. Focuses on prevention across the wellness-illness continuum, health lifestyle, and integrative modalities.

**T HLTH 470 Challenges and Controversies in US Health Care (2-5, max. 5) I&S**

Explores public and private forums in which health policy is formulated and within which the politics of health care operate. Examines a range of contemporary issues in U.S. health care and the legislative and political mechanisms that shape those issues.

**T HLTH 475 Aging Explored through the Arts (5) VLPA**

Explores the critical issues arising in aging: physical, emotional, and spiritual through the lens of the arts. This exploration will be framed by a narrative approach that allows for the understanding our lives as a developing story that is reflected in and understood through the arts.

**T HLTH 480 Death and American Society (5) VLPA/I&S**

Examines the social, cultural, and psychological aspects of death, loss, and grief. Presents a multi-disciplinary approach to death in American society, integrating theory and research with clinical data and personal experiences. Topics include cultural rituals around death, loss and grief, dying as a personal experience, and ethical issues around death.

**T HLTH 485 Critical Issues in Global Health (5) I&S**

Introduces principles of global health and the socio-cultural, economic, and geo-political frameworks used for understanding global health problems. Covers patterns of major diseases and health problems of global importance along with strategies for responding to them. Identifies key institutions and non-governmental organizations that contribute to global health promotion and policies

**T HLTH 490 Special Topics (2-5, max. 15)**

Advanced course offerings to respond to faculty and student interests and needs.

**T HLTH 498 Special Project in Health (1-12, max. 12)**

Further development, critical examination, and synthesis of healthcare in a specialized setting.

**T HLTH 499 Undergraduate Research (1-5, max. 12)**

Supervised individual research on a specific health issue.

**T HLTH 511 INTRODUCTION TO EPIDEMIOLOGY (3-4)**

Provides an introduction to epidemiologic methods and concepts, as used in public health practice and research. Examines documentation of variation in disease occurrence in different populations, rates and their uses to infer varying degrees of causality, bias, and study design.

**T HLTH 520 Health and Human Rights (3)**

Examines the links between health and human rights. Considers how violations of human rights affect the health of populations across the globe, as well as actions that can be taken to improve health and human rights.

**T HLTH 590 Independent Study (1-6, max. 6)**

Faculty supervised independent study, readings and special projects for graduate students as developed through faculty-student agreement

**Healthcare Leadership****THLEAD 350 Critical Analysis and Writing (5)**

Focuses on principles of critical analysis, critical reading skills, acquiring peer reviewed research, and developing skills in written and oral communication. Applies critical analysis and writing to health related issues.

**THLEAD 360 Healthcare Leadership Strategies (5) I&S**

Emphasizes essential healthcare leadership competencies by focusing on communication, collaboration, change mastery, and conflict resolution. Provides essential theoretical leadership foundation and review evidence for specific leadership style. Provides opportunity to discover one's own leadership abilities with respect to each of the discussed competencies.

**THLEAD 380 Healthcare Budgetary Analysis and Financial Decision Making (5) I&S**

Focuses on budgets commonly encountered in healthcare including operating and capital budgets. Provides methods to analyze financial status including productivity measures, variance analysis, break-even analysis, and evaluation of financial documents as well as introduction to cost effectiveness and cost/benefit analysis strategies. Examines insurance as a revenue source in healthcare budgets. Prerequisite: a minimum grade of 2.0 in either THLEAD 350 or T NURS 350.

**THLEAD 403 Introduction to Research in Nursing and Healthcare (3) QSR**

Describes the systematic steps of the research process. Introduces approaches, frameworks, and concepts used in investigating healthcare and nursing problems. Emphasizes integration of research findings related to evidence-based healthcare and nursing practice. Prerequisite: either THLEAD 350 or T NURS 350; either T HLTH 305, TMATH 110, or one 100-300 level STAT course. Offered: jointly with T NURS 403.

**THLEAD 405 Health Informatics I: Fundamentals (5)**

Introduces core concepts, standards, and regulations of health informatics. Examines design and use of



health informatics solutions. Considers influences of medicine, computer science, nursing, public health, patients, individuals and communities on informatics.

**THLEAD 406 Health Informatics II: Health Data Analytics (5) NW**

Introduces students to the acquisition, use, storage, and analysis of data in healthcare. Describes influences of selected factors on purposeful use of data. Prerequisite: THLEAD 405; either THLEAD 403 or T NURS 403.

**THLEAD 407 Diversity, Health, and Inequities (3) VLPA/I&S, DIV**

Examines how difference, discrimination, marginalization, power, and privilege relate to health, illness, and healthcare. Attends to historical and structural manifestations of oppression and inequity. Addresses health inequities. Offered: jointly with T NURS 407.

**THLEAD 410 Ethical Issues in Healthcare (3) I&S**

Identifies ethical issues relevant to healthcare and the profession of nursing. Identifies, describes, and analyzes multiple ethical perspectives, selected ethical dilemmas relevant to professional practice, the delivery of health care, and the health of individuals and populations. Offered: jointly with T NURS 410.

**THLEAD 420 Healthcare Accreditation and Legal Issues (5) I&S**

Examines critical accreditation and legal issues commonly occurring in healthcare organizations. Focuses on specific accreditation processes and quality issues. Examines patient privacy, access and consent requirements, security requirements, safety challenges, organizational legal issues, and personnel legal issues. Prerequisite: a minimum grade of 2.0 in either THLEAD 350 or T NURS 350.

**THLEAD 430 Interpersonal Communication (1-3, max. 3) I&S**

Addresses communication skills, patterns, and practices. Examines nonverbal and verbal modes of communication. Explores communicating in a variety of contexts' pertinent to healthcare; for example, cultural, personal, professional, group, conflict, and leadership. Applies conceptual models in interpersonal processes. Offered: jointly with T NURS 430.

**THLEAD 460 Personnel Management in Healthcare (5)**

Focuses on personnel management topics relevant to healthcare managers/leaders. Examines issues related to recruiting, hiring, orienting, developing, and evaluating healthcare personnel. Explores personnel management labor laws and collective bargaining requirements.

**THLEAD 480 Healthcare Leadership Fieldwork (4)**

Provides an opportunity to apply theory to a work environment in a healthcare organization associated with future career goals. Provides experiential opportunities to demonstrate professional behaviors. Prerequisite: THLEAD 350; THLEAD 360; THLEAD 380; THLEAD 403; THLEAD 420; T HLTH 440; THLTH 310; THLEAD 460; THLEAD 410; THLEAD 405; THLEAD 406; THLTH 320.

**THLEAD 496 Internship (1-10, max. 10)**

Engages in experiential learning through an internship. Applied academic knowledge to begin to develop competencies in healthcare leadership role.

## **Nursing**

### **T NURS 340 Clinical Nursing Phenomena (3)**

Examines selected clinical phenomena from the perspective of a range of human responses to life events and alterations in health status and illness. Identifies relationships of selected nursing therapies in treating human responses and the influence of life span and socio-cultural factors.

### **T NURS 345 Genetics, Genomics, and Nursing Practice (1)**

Focuses on the role of genetics and genomics in health, patient care, and nursing practice.

### **T NURS 350 Critical Analysis and Writing (3)**

Focuses on critical thinking and writing relevant to learning and practice in nursing and healthcare. Applies critical analysis to health-related issues.

### **T NURS 402 Families and Chronic Conditions across the Life Span (3) I&S**

Examines families with chronic conditions across the life span. Reviews facilitators and barriers that promote or impede chronic care management by families. Focuses on family function, structure, process, and environmental context including support networks, community resources, and healthcare settings as they influence care outcomes.

### **T NURS 403 Introduction to Research in Nursing and Healthcare (3) QSR**

Describes the systematic steps of the research process. Introduces approaches, frameworks, and concepts used in investigating healthcare and nursing problems. Emphasizes integration of research findings related to evidence-based healthcare and nursing practice. Prerequisite: either THLEAD 350 or T NURS 350; either T HLTH 305, TMATH 110, or one 100-300 level STAT course. Offered: jointly with THLEAD 403.

### **T NURS 407 Diversity, Health, and Inequities (3) VLPA/I&S, DIV**

Examines how difference, discrimination, marginalization, power, and privilege relate to health, illness, and healthcare. Attends to historical and structural manifestations of oppression and inequity. Addresses health inequities. Offered: jointly with THLEAD 407.

### **T NURS 410 Ethical Issues in Healthcare (3) I&S**

Identifies ethical issues relevant to healthcare and the profession of nursing. Identifies, describes, and analyzes multiple ethical perspectives, selected ethical dilemmas relevant to professional practice, the delivery of health care, and the health of individuals and populations. Offered: jointly with THLEAD 410.

### **T NURS 412 Health Care Systems (3)**

Analyzes health care systems. Emphasizes U.S. healthcare system evolution, financing, quality, access, and technology.

### **T NURS 414 Health, Communities, and Populations (5) I&S**

Applies community and public health nursing principles to prevent disease and promote health. Addresses the importance of working collaboratively to facilitate community and population health. Prerequisite: T NURS 350; T NURS 403.

**T NURS 430 Interpersonal Communication (1-3, max. 3) I&S**

Addresses communication skills, patterns, and practices. Examines nonverbal and verbal modes of communication. Explores communicating in a variety of contexts' pertinent to healthcare; for example, cultural, personal, professional, group, conflict, and leadership. Applies conceptual models in interpersonal processes. Offered: jointly with THLEAD 430.

**T NURS 435 Nursing Leadership (3)**

Emphasizes leadership styles, theories, and the role of nurses as organizational change agents and health policy advocates. Addresses team collaboration and conflict resolution.

**T NURS 450 Transition to Baccalaureate Education (1, max. 9)**

Assists students with transition to baccalaureate education and with portfolio development. Provides opportunity for students to participate in a learning community. Credit/no-credit only.

**T NURS 451 Portfolio Completion (1)**

Addresses progress towards meeting BSN program goals. Summarizes how completion of the BSN program has influenced current and future practice. Credit/no-credit only.

**T NURS 497 Selected Topics in Nursing (1-12, max. 12)**

Survey and discussion of current literature and topics in nursing. Seminar with analysis and discussion of selected topics and readings. May have clinical component. Emphasizes implications for nursing and health care.

**T NURS 498 Special Project in Nursing (1-12, max. 12)**

Further development, critical examination, and synthesis of nursing care in a specialized setting. Increasing depth of clinical practice, including care to groups and communities as clients, applying leadership skills, assessing problems affecting quality health care delivery.

**T NURS 499 Undergraduate Research (1-5, max. 12)**

Supervised individual research on a specific nursing problem.

**T NURS 503 Advanced Fieldwork I (3)**

Provides students with a substantive field experience in their setting of interest. Assists students in delineating master's level nursing practice roles and applying theoretical concepts in a real-world context. Prerequisite: T NURS 510; T NURS 551; T NURS 552; T NURS 557; and two curriculum option courses. Credit/no-credit only.

**T NURS 505 Advanced Fieldwork II (3)**

Provides students with a substantive field experience in their setting of interest. Assists students in delineating master's level nursing practice roles and applying theoretical concepts in a real-world context. Prerequisite: T NURS 510; T NURS 551; T NURS 552; T NURS 557; and two curriculum option courses. Credit/no-credit only.

**T NURS 510 Society and Health (3)**

Explores relationships between ecological, global, and social factors, and health disparities and inequities. Examines how health and illness are socially constructed. Considers means through which equitable health and healthcare can be achieved, particularly among diverse populations.

**T NURS 511 Curriculum Development in Nursing and Health Education (3)**

Theoretical rationale for curriculum development that reflects contemporary health trends. Bases curricula design and implementation decisions on educational principles, theory, and research.

**T NURS 512 Evaluation of Academic and Clinical Performance in Nursing Health Care (3)**

Examines concepts of assessment and evaluation of learning and performance relevant to nurse educators in academic and healthcare delivery settings. Analyzes a range of assessment strategies for formative and summative evaluation. Apply program planning and evaluation principles to educational interventions in the academic and healthcare delivery settings.

**T NURS 513 Theories and Methods of Teaching and Learning (3)**

Addresses theories and methods of teaching and learning, tools and resources for teaching, role development, and current issues faced by those who teach in higher education and staff development. Partly Web-based.

**T NURS 523 Assessment and Planning for Healthcare Leaders (3)**

Survey of concepts, approaches, and tools used to identify health issues and measure health status in select communities, populations, or groups. Covers processes used to lead and conduct assessments and plan programs to address health concerns. Considers policies and other macro-level factors influencing assessment and program planning. Prerequisite: TNURS 557 or permission of instructor.

**T NURS 527 Healthcare Systems and Health Policy (3)**

Analyzes the influence of policy on the structure and financing of healthcare. Explores the development and implementation of health policies including the role of advocacy for improving practice and healthcare outcomes. Examines legal and regulatory processes around healthcare.

**T NURS 539 Healthcare Business Strategies: Optimizing Resources (3)**

Explores strategies to address challenges of optimizing resources utilization in a dynamic, changing healthcare environment that has an increasing business-oriented focus. Examines human and fiscal resource management strategies, focusing on personnel issues relevant in healthcare organization, gaining working knowledge of budgetary processes, and fiscal decision-making expertise.

**T NURS 545 Essential Skills for Healthcare Leaders (3)**

Provides an in-depth exploration of essential skills for leaders in healthcare organizations, including crisis management, negotiation, responding to disruptive behaviors, creating psychologically safe workplaces, conflict resolution and providing feedback. Explores the links between self-awareness, emotional intelligence and leadership skills.

**T NURS 550 Seminar on Professional Issues in Nursing Education (3)**

Seminar on role and related professional issues in nursing education. Prerequisite: either NSG 545, B NURS 513, or T NURS 513; either NSG 546, B NURS 511, or T NURS 511. Offered: jointly with B NURS

550/NSG 550.

**T NURS 551 Translating Research into Nursing Practice (5)**

Analyzes conceptual, theoretical, and empirical knowledge as foundations for evidence-based practice. Examines methodological approaches to scholarly inquiry and the research process from problem identification through translation. Evaluates the role of nurses with advanced education in research.

**T NURS 552 Organizational and Systems Leadership (3)**

Demonstrates how leadership and decision making skills influence healthcare. Focuses on understanding influence of change strategies, systems theory, and economic factors on complex healthcare environments. Describes role of nurses in designing and implementing new models of care and participating in inter-professional teams.

**T NURS 554 Informatics & Healthcare Technology (3)**

Introduces concepts and practices of health informatics. Discusses terminologies, standards, regulations, policies, ethical issues in informatics. Introduces informatics tools as support for patients, organizations, communities. Introduces informatics and healthcare technologies to analyze data, guide decision-making, inform strategies to improve health outcomes.

**T NURS 556 Quality and Safety in Healthcare Settings (3)**

Examines methods, tools, performance measurements, and outcome indicators related to safety and quality improvement. Emphasizes the roles of collaboration, inter-professional teams, and communication in improving patient safety and health outcomes.

**T NURS 557 Population Health, Health Promotion, and Clinical Prevention (3)**

Examines concepts of population health, health promotion, and clinical prevention. Considers issues of culture and context in designing, delivering, and evaluating interventions that improve health outcomes for individuals, families, communities, and populations. Emphasizes collaborative approaches to improve health outcomes.

**T NURS 558 Individual Health Assessment (3)**

Provides framework for systematic collection, organization, and communication of health-related data reflecting health status of individuals throughout the lifespan. Addresses physical examination skills. Addresses influence of developmental, psychosocial, and cultural factors. Examines pharmacology and other therapies.

**T NURS 561 Program Design, Implementation, and Evaluation (3)**

Examines health program design, implementation, and evaluation. Explores models of implementation and evaluation. Applies leadership principles towards program implementation and sustainability. Prerequisite: T NURS 557; T NURS 523 or permission of instructor.

**T NURS 590 Special Topics in Nursing (2-3, max. 9)**

Analyzes current research, issues, and application of selected topics in nursing; may have clinical component. Emphasizes implications for nursing and health care.

**T NURS 596 Scholarly Inquiry: Course Work Option (1)**

Culmination of the course work option for scholarly inquiry. Application of scholarly inquiry (problem solving, critical thinking, and research). Credit/no-credit only.

**T NURS 597 Scholarly Inquiry: Project Seminar Option (1)**

Scholarly inquiry culminating in a written proposal. Prerequisite: T NURS 551. Credit/no-credit only.

**T NURS 598 Scholarly Projects (1-12, max. 12)**

Scholarly inquiry with in-depth, focused analysis, culminating in a written product/report for dissemination. Prerequisite: T NURS 551. Credit/no-credit only.

**T NURS 599 Selected Readings in Nursing Science (1-3, max. 18)**

**T NURS 600 Independent Study or Research (\*-)**

Credit/no-credit only.

**T NURS 700 Master's Thesis (\*-)**

Credit/no-credit only.

# School of Social Work & Criminal Justice

The School of Social Work and Criminal Justice offers two distinct undergraduate majors, an undergraduate minor and one professional graduate degree. The degrees include a bachelor of arts in criminal justice offering both an on-campus and an online degree completion option as well as a bachelor of arts in social welfare. In addition, an undergraduate minor in criminal justice is available to all majors across campus. The Master of Social Work (MSW) degree offers professional graduate study in a specialized concentration area. The School of Social Work and Criminal Justice has strong ties to the South Puget Sound community, our graduate and undergraduate students complete local internships and practicum placements, our faculty conduct collaborative research with partners in our community, and our alumni are actively involved in service and helping professions largely in the South Puget Sound region.

Developed in collaboration with and under the auspices of the University of Washington School of Social Work, the bachelor of arts degree in social welfare prepares learners for entry level and generalist practice as providers of social services and includes a combination of field experience and classroom learning. The MSW is a graduate professional program that prepares students for advanced social work practice within a specific concentration area. UW Tacoma offers an Advanced Integrative Practice concentration. Consistent with University policy, no college credit is granted on the basis of life experience or previous employment.

## Affirming Social Justice

The social work and criminal justice faculty and staff are committed to social justice as the foundation for engaging with our students, one another, and the communities we serve.

This commitment is reflected in our core values, which include:

1. Empowering individuals as change agents;
2. Reducing systemic and societal barriers that impede individuals from achieving their full potential;
3. Fostering a community that promotes critical self-reflection, discovery, and action;
4. Engaging micro and macro practice to advocate and achieve a more compassionate and equitable society.

## Accreditation

The BASW and MSW programs at the University of Washington Tacoma are accredited by the Council on Social Work Education (CSWE) as program options of the University of Washington Seattle School of Social Work.

## Undergraduate Degrees

The School of Social Work & Criminal Justice offers the following programs of study:

- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Social Welfare

## **Bachelor of Arts in Criminal Justice**

Offered in both on-campus and online formats, the School of Social Work and Criminal Justice major in Criminal Justice offers a multidisciplinary understanding of crime and justice within the framework of broader social processes within our society. It looks at all major aspects of the justice system from an ecological systems approach rather than a specialization in one narrow content area. The curriculum provides a theoretical understanding of the discipline, combined with an understanding of the scientific method as it applies to criminal justice.

The Criminal Justice curriculum allows students to expand their education by learning to evaluate broader aspects of the criminal justice system and develop theoretical and analytical knowledge and skills.

UW Tacoma's innovative Criminal Justice major emphasizes social justice, diversity, community partnerships, systems thinking and skill development. Students are sensitized to the human impact of crime, including differential impact across social identities and locations. A social justice lens is adopted, with a focus on harm reduction, rehabilitative and restorative approaches to crime and justice.

The online Criminal Justice major option is a degree completion sequenced cohort curriculum and follows the same major requirements as the on-campus Criminal Justice major. All 65 credits required for the major will be available online alongside other online UW courses to help fulfill degree requirements. World language courses are not available online.

The criminal justice curriculum is positioned to provide knowledge and skills to students who plan to seek employment with agencies that provide services for the children and families of the incarcerated as well as law enforcement and correctional settings. Rooted in a social work program with expertise in working with children, youth and families, this program will offer a unique focus on criminal justice from an ecological and social justice perspective allowing students to implement evidence-based models in a variety of criminal justice settings. Graduates of this major may decide to continue on for advanced degrees in disciplines such as social work, law or criminal justice.

### **Program Goals**

1. Gain an understanding of policies, agencies, and delivery of criminal justice systems and how to effect change to bring about social justice
2. Use an interdisciplinary ecological systems approach to understanding crime and the consequences of crime
3. Demonstrate ethical and professional use of self
4. Demonstrate understanding of and appreciation for differences based on gender, age, ethnicity, religious creed, sexual orientation, class, and physical, mental, and developmental disabilities
5. Understand and critically apply theoretical frameworks to individual and social behavior, the interactions among individuals and social systems and their relationships to crime and justice
6. Gain an understanding of criminal justice as an applied science where there is an integration of theory, scientific method and practice application
7. Understand the use of evidence-based methods and policy for special populations within and affected by criminal justice systems
8. Demonstrate the ability to think critically and communicate effectively



## **Student Learning Outcomes**

- Identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems
- Demonstrate the capacity to design innovative approaches to dealing with social injustices and social harms within criminal justice systems
- Demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple perspectives
- Articulate ethical implications of decision making in a professional capacity
- Demonstrate a professional demeanor (e.g. in behavior and communication)
- Develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values when interacting with diverse groups
- Recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences
- Apply theoretical frameworks to understanding the causes and prevention of crime, the processes of criminalization, and crime enforcement
- Understand qualitative and quantitative research methods to collect and analyze data
- Articulate the link between research, theory, and practice
- Understand the dynamics, causes, and treatment programs available for special populations
- Demonstrate writing proficiency
- Demonstrate oral communications skills

## **Advising**

The Criminal Justice Academic Advisor can assist you with information on registration, course scheduling, graduation requirements and connect you to various campus resources. Students are encouraged to meet with their Academic Advisor at least once a quarter for course planning and to apply to graduate. If you have any questions regarding your records, registration, or need clarification on the Criminal Justice Major or University policies, requirements and/or procedures, please consult your advisor.

To make an appointment, visit <http://www.tacoma.uw.edu/social-work/academic-advising>.

## **Internship**

The Criminal Justice Internships course (T CRIM 498) is designed for students to engage in experiential learning through an internship. Students will apply academic knowledge to further develop professional competencies critical to a successful career within the criminal justice field. More information regarding prerequisites, available internship sites, frequently asked questions and required forms can be found at <http://www.tacoma.uw.edu/social-work/criminal-justice-internship>.

## **Independent Study**

Currently, there are two approved T CRIM Independent Study offerings. T CRIM 409 Advanced Readings in Criminal Justice variable credit 1-5 credits, max 15 credits and T CRIM 490 Research in Criminal Justice variable credit 1-3 credits, max 12 credits. Faculty will allow a total of 5-credits toward Criminal Justice Core Elective requirements.

## Curriculum

The Criminal Justice major is a 65-credit program comprised of core courses (45 credits) in five content areas—administration of justice, corrections, criminological theory, law adjudication, and research and theoretical methods—plus core electives (20 credits) drawn from multiple disciplines. Through the core courses and electives, students will be able to augment their interest in specific aspects of criminal justice.

All courses are five credits unless otherwise noted.

### Criminal Justice Major Core Courses (45 credits)

- T CRIM 225 (5)
- T CRIM 361 (5)
- T CRIM 362 (5)
- T CRIM 370 (5)
- T CRIM 371 (5)
- T CRIM 372 (5)
- T CRIM 390 (5) (*effective autumn quarter 2020*)
- T CRIM 395 (5)
- T CRIM 441 (5)

### Approved Criminal Justice Major Core Electives (20 credits)

For a complete list of approved core electives, visit <https://www.tacoma.uw.edu/cj/curriculum>

## Degree Information

A Bachelor of Arts degree in Criminal Justice is earned upon the completion of at least 180 college quarter credits. These credits must include major core courses (45 credits), major core electives (20 credits), course work in certain basic skills, and the fulfillment of general education requirements. In the freshman and sophomore years, students should fulfill as many of the general education requirements as possible. Those requirements consist of language skills (English composition and world language), reasoning and writing skills, and areas of knowledge. The courses needed to meet the requirements for a degree will not always total the 180 credits needed to graduate. The additional credits needed to total 180 credits are called “general electives.” Students may choose from a variety of disciplines outside their major to fulfill general electives.

Completion of all general education requirements is not required for admission to the Criminal Justice major. However, students with deficiencies must meet with an academic advisor to discuss completion of these requirements prior to graduation.

## Admission Requirements

Applicants must complete all university and major admission requirements or have a plan in place to complete requirements prior to admission.

The on-campus major admits every quarter (*except summer*). The online program admits autumn quarter only.

To be considered for admission all applicants must meet the following minimum qualifications:

- Meet all admission requirements for the University of Washington Tacoma
- On-campus: completion of a minimum of 60 UW or transferable college-level quarter credits
- Online: completion of a minimum of 90 UW or transferable college-level quarter credits
- Transfer applicants must have a minimum cumulative 2.0 GPA in all transfer coursework.
- Current UW students who seek to either declare or change their major to criminal justice or criminal justice online must have a minimum cumulative 2.0 GPA in all UW coursework and be in good standing with the university.
- English composition with a minimum of 2.0\C grade or higher

## How to Apply

Applicants should have all required forms and transcripts submitted on or before the application deadline to be considered on time. Applications received after the application deadline will be reviewed on a space-available basis and may be placed on a wait list.

**All applicants will be evaluated on the following criteria:**

- Previous academic performance
- Completion of prerequisite requirements
- Personal goal statement describing interest in criminal justice

## Application

Transfer students must submit the UW Tacoma application and pay the corresponding application fee. Once admitted to the university, transfer students must submit the Criminal Justice Major Application located at <https://www.tacoma.uw.edu/cj/admission>.

Current UW Tacoma students must also apply using the [Criminal Justice Major Application](#).

## Transcripts

Transfer students must submit official transcripts reflecting all previous academic course work. High school transcripts should be submitted if intermediate algebra or world language was completed in high school.

## Personal Goal Statement

The personal goal statement is an important element in the review of each applicant's qualifications. Applicants are encouraged to use this writing sample to point out relevant aspects of their life that may not be evident from their academic record. The following items should be addressed in a two-page maximum, typed, double-spaced document.

- Describe interest in criminal justice/reasons for pursuing a criminal justice major, and
- Desired educational outcomes

## Academic Standards/Policies

- Students may be allowed to petition the academic program for additional lower-division credit if it advances them toward a degree. No more than a total of 105 lower-division transfer credits and no more than 30 upper division transfer credits may be applied for Criminal Justice majors. Please see the Criminal Justice academic advisor for details.
- Due to the innovative nature of the Criminal Justice major housed in the School of Social Work and Criminal Justice, the following courses must be taken at UW Tacoma so that the social justice lens can be adequately applied to major content. The courses are T CRIM 361 (5 credits), T CRIM 390 (5 credits) (*effective autumn quarter 2020*), T CRIM 371 (5 credits) and T CRIM 441 (5 credits). If a student believes they have this upper-division content in other transfer course work, an exception may be granted by faculty through a program petition for course substitution process.
- All CJ core or core elective course substitutions must be approved by [petition](#) after CJ admission. A maximum of 10 transfer equivalent credits are allowed towards the 65 credit major.
- Satisfactorily complete a statistics course within the last 5 years with a 2.0\C grade or higher before taking T CRIM 390 (*effective autumn quarter 2020*).
- A minimum of 55 credits out of the 65 credits required for the Criminal Justice major must be completed in residence at UW Tacoma.
- Students who have a 100-200 level transfer course that is considered similar in content to a 300-400 level course within the major will not repeat content, however they will be required to select a 300-400 level course from the Criminal Justice major approved elective list. In all cases a program petition for a course substitution will be submitted for formal review and approval.
- A student who earns less than a 2.0 in any required CJ core or core elective course is required to retake the course; this may delay a student's graduation. With the approval of the program offering the course, a student may repeat a course once. According to UW policy, if a department course is retaken, the grades of the two courses are averaged and credit for the course will be given only once. Veterans receiving benefits must receive approval for the Veterans Coordinator in the Office of Enrollment Services before the course is repeated.
- A student who begins the major and then withdraws from UW Tacoma for more than one quarter will be required to reapply to UW Tacoma as a returning student. If readmitted, the student should meet with an academic advisor to prepare a revised program of study.

## Graduation Requirements

To qualify for graduation with a Bachelor of Arts degree in Criminal Justice from the University of Washington Tacoma, a student must:

- Be a matriculated Criminal Justice major in good academic standing with the University of Washington Tacoma.
- Satisfy all prerequisite and admission requirements for entrance into the Criminal Justice program.
- Complete a minimum of 180 credits.
- Earn a minimum grade of 2.0 in each required Criminal Justice core and core elective course.
- Earn a minimum cumulative 2.0 GPA for all UW Tacoma course work at graduation.
- Criminal Justice majors must satisfy all University and general education requirements to include 15 credits of VLPA, 15 credits of I&S and 15 credits of NW.

**Complete 65 credits required for the Criminal Justice major (45 credits of core courses and 20 credits of core electives) to include 45 credits at the upper-division level:**

- T CRIM 225 (5)
- T CRIM 361 (5)
- T CRIM 362 (5)
- T CRIM 390 (5) (*effective autumn quarter 2020*)
- T CRIM 370 (5)
- T CRIM 371 (5)
- T CRIM 372 (5)
- T CRIM 395 (5)
- T CRIM 441 (5)

**Complete 20 credits from approved list of Criminal Justice core electives:** <https://www.tacoma.uw.edu/cj/curriculum>

[Apply for graduation](#) with a program advisor by the deadline posted by the University for the expected quarter of graduation.

## Commencement

Like all of the University of Washington campuses, UW Tacoma has one commencement ceremony per year, held at the end of the Spring Quarter. Students who graduated during the previous autumn or winter quarters and those who anticipate graduating in spring or summer quarters of the current year are eligible to participate if they have filed a graduation application. It is the student's responsibility to apply for graduation by the deadline. Information about the ceremony and what you need to do to prepare for it can be found on the [UW Tacoma Commencement website](#).

## Bachelor of Arts in Social Welfare

The Social Welfare program is dedicated to preparing competent, ethical, and culturally sensitive social workers with specialized knowledge and skills who are committed to evidence-based practice and to planned social change.

A deep commitment to equity and cultural diversity is brought to the development of the program. The program's mission gives special attention to the poor and oppressed, including people of different ethnic and racial groups, sexual orientations, physical and mental abilities and women.

The bachelor of arts degree in social welfare is designed for students in the South Puget Sound region who are committed to providing effective social services to populations experiencing social and economic difficulties.

Graduates with a degree in Social Welfare are prepared to accept professional social work positions in a variety of settings. Typical positions for social welfare graduates are those that serve children, families, older persons, individuals with developmental disabilities, persons with severe and persistent mental illness, individuals who abuse alcohol and drugs, and those who are in the criminal justice system, health and long-term care agencies, and public social services. In providing these services in agencies and organizations, graduates are engaged in a wide range of roles, including as caseworkers, family advocates and social services employees at community agencies, mental health centers and chemical dependency settings.

### Mission

As members of the [University of Washington School of Social Work](#), we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all.

We strive to maximize human welfare through:

- Education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths;
- Research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and
- Public service that enhances the health, well-being and empowerment of disadvantaged communities and populations at local, national and international levels.

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.

Additionally, the School of Social Work and Criminal Justice shares the mission of the University of Washington Tacoma.

The University of Washington Tacoma educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery.

Finally, the School of Social Work and Criminal Justice commits itself to providing access to social work education to residents of the south Puget Sound region. (Program goal emanating from UW Tacoma's defining characteristics and guiding principles.)

## **Program Goals**

- To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work
- To prepare generalist social workers to become informed and effective leaders able take action against injustice and inequalities
- To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners
- To prepare students for graduate education in social work related fields
- To provide access to social work education to residents of the south Puget Sound region

## **Curriculum Objectives**

Keeping in mind the goals of the BASW program, graduates of the program are expected to:

- Apply entry-level social work practice skills to individuals, families, groups, communities, tribes, and organizations.
- Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation.
- Practice effectively within agencies and delivery systems and identify, plan and pursue needed agency and system changes aimed at promoting social and economic justice.
- Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice.
- Demonstrate understanding of and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class and physical and developmental disabilities.
- Identify the ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contributed to complex human welfare problems.
- Understand the strengths and empowerment perspectives in practice, policy and research in order to promote social and economic justice.
- Understand and describe the comparative history of social welfare and social work systems in the United States as well as the emergence of social work as a profession.
- Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems.
- Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems and nations including American Indian and Alaska Tribal nations.
- Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, tribes and communities).
- Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems.
- Understand, use and promote evidence-based methods in generalist social work practice.
- Use effective oral and written communication skills with a variety of client populations, colleagues and members of the community.

## **BASW Program Evaluation Competency Benchmarks**

All [Council on Social Work Education](#) programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

### **Full or Part-Time**

Students may pursue a full-time or part-time program of study. A full-time track allows students to finish all major coursework within a 2 year period. Due to sequencing, a part-time track will take 3 or more years to complete. Students should meet with their advisor to determine which option best meets their needs.

### **Advising**

There are three sources of advisement for students in the social welfare major, academic advising, faculty advising and practicum advising. All advising roles offer a different educational focus and are highly invested in student success.

The BASW Academic Advisor can assist you with information on registration, course scheduling, graduation requirements and connect you to various campus resources. Students are encouraged to meet with the BASW Academic Advisor at least once a quarter for course planning and to apply to graduate. If you have any questions regarding your records, registration, or need clarification on BASW Program or University policies, requirements and/or procedures, please consult your advisor. To make an appointment, visit <https://www.tacoma.uw.edu/swcj/advising>.

Faculty Advisors are best used as mentors when students need assistance with educational and professional career choices or in circumstances when students experience personal difficulties that are affecting their progress in the program. All students are randomly assigned a Faculty Advisor whom they should meet with on a periodic basis. In addition to their assigned faculty advisor, students can turn to any faculty member regarding specific issues. For instance, you may choose to meet with a faculty who is doing research or practice in an area of common interest. Such “informal advising” is common and highly encouraged.

As faculty have a range of teaching, research and community service responsibilities, we encourage you to set up a time to meet with your faculty advisor. To facilitate contact please make a note of their room number, telephone number or email address. If you would like to change to another faculty advisor, contact the School of Social Work and Criminal Justice office for more information.

The Field Coordinator is responsible for the management of field education, advisement and approval of students for practicum placements. The Coordinator also is responsible for liaison and problem solving with agencies if there are difficulties in the placements, and assignment of grades for the practicum courses.



## **Field Education**

Practicum instruction is an integral component of social work education. Practicum teaching is a partnership between the School of Social Work and Criminal Justice and social service organizations who work together to help students integrate theory and practice. It is conducted in the field by professional social work practitioners selected by community agencies and approved by the faculty of the School of Social Work and Criminal Justice and the School of Social Work.

"Practicum" is an educational/learning experience required for academic credit.

One of the many purposes of Field Education is to provide a "practicum" experience for social work students that prepares them for autonomous professional social work practice/leadership. Field Education is the central pedagogy of social work education and is structured around a classroom experience. The integration of theory and practice is central to social work education and students are required as part of their academic program to have supervised field learning experience/s (practicum/s) where required competencies and practice behaviors are mastered. These learning experiences are under the supervision of a Field Instructor from the agency of placement and a Field Faculty member from the School of Social Work and Criminal Justice.

These learning experiences are not work opportunities or job experience; on the contrary, they are supervised educational/learning experiences. Students do not have independent responsibility/decision making authority and must receive their assignments/guidance/plan for learning from the Field Instructor and/or Field Faculty.

Students are required to engage in the development of a Learning Contract with the Field Instructor and Field Faculty member from the School of Social Work and Criminal Justice. The Learning Contract spells out specific learning activities for the academic year. Students and Field Instructors meet weekly at a minimum to discuss learning activities from a social work perspective and to evaluate learning/mastery of the competencies.

Clear expectations are provided to students while they are in placement for their field education learning experience. This learning experience is educational in nature and based on articulated competencies and practice behaviors and is attached to academic credit. It is anticipated/expected students cooperate with the School of Social Work and Criminal Justice/their assigned Field Faculty to ensure at all times they are engaged in a supervised learning/educational experience. This experience is not a job/work nor should it be viewed at any time as taking the place of agency staff or workload mitigation.

## **BASW Independent Study**

Independent study elective courses that offer students the opportunity to work one-on-one with faculty in an area of shared scholarship. Employers and graduate schools like to see this experience in your college education because it develops your initiative, responsibility and creativity.

Students must adhere to the Independent Study Contract Guidelines when submitting a contract plan for approval. The student is responsible for approaching faculty with an idea for independent study. All forms must be typed and can be found online at <http://www.tacoma.uw.edu/social-work/basw-independent-study>.

## Course of Study

The required core curriculum must be taken in sequence over a two-year period. The Social Welfare curriculum consists of a 68-credit program comprised of these major areas:

- Foundation courses
- Social work practice courses
- Practicum combined with practicum seminars
- Social welfare electives

Students will be required to complete 10 credits of social welfare upper-division electives.

## Model Program of Study Effective 2016

To help prospective students understand the sequencing of the Social Welfare curriculum, the model program of study shows the typical progression to complete the degree. UW Tacoma requires a total of 180 credits for graduation that includes the credits required for the BASW degree. Information provided in this table gives an overview of the two-year curriculum.

In the freshman and sophomore years, students should fulfill as many of the general education requirements as possible. Those requirements consist of language skills (English composition and world language), reasoning and writing skills, and areas of knowledge. Completion of all general education requirements is not required for admission to the BASW program; however, students with deficiencies must meet with the program advisor to discuss completion of these requirements prior to graduation.

Social Welfare majors who are pursuing the minor in Criminal Justice may not double count TSOCWF 300-400 level courses as approved Social Welfare electives and as electives for the minor in Criminal Justice. The TSOCWF 300-400 level course(s) may satisfy one distribution area or another, but not both.

## Students admitted autumn 2016 and beyond:

FIRST YEAR		
QUARTER	COURSE	CREDITS
Autumn (12 credits)	TSOCWF 300: Historical Approaches to Social Welfare	5
	TSOCWF 301: Professionalism in Social Welfare	2
	TSOCWF 402: Human Behavior and the Social Environment I (W)***	5
Winter (15 credits)	TSOCWF 310: Social Welfare Practice I	5
	TSOCWF 320: Social Welfare: Contemporary Approaches	5
	SW elective*	5
Spring (14 credits)	TSOCWF 311: Social Welfare Practice II	3
	TSOCWF 404: Cultural Diversity and Social Justice	5
	TSOCWF 414: Introduction to Field	1
	SW elective*	5
Summer (12 credits)	General electives*	12

SECOND YEAR		
QUARTER	COURSE	CREDITS
Autumn (12 credits)	TSOCWF 390: Introduction to Social Welfare Research	5
	TSOCWF 405: Field Seminar I (W)***	3
	TSOCWF 415: Practicum	4
Winter (13 credits)	TSOCWF 312: Social Welfare Practice III	5
	TSOCWF 415: Practicum	3
	General elective*	5
Spring (12 credits)	TSOCWF 406: Field Seminar II (W)***	3
	TSOCWF 415: Practicum	4
	General elective*	5
TOTAL		90**

NOTE: Statistics is a required course for the BASW program; if a statistics course has not been completed with a 2.0 (or C) grade or better within the last five years, students must take it prior to TSOCWF 390.

\* Social Welfare electives and general electives may be taken at times other than those designated above, schedule permitting. Based upon sample plan, enrollment in 12 credits during summer is suggested.

\*\* Total may vary based on the number of college level credits applied toward the degree.

\*\*\* W indicates that the course meets the University's Writing Intensive Criteria.

## Admission Requirements

The UW Tacoma Social Welfare major admits a cohort of students in autumn quarter only. Core classes must be taken in sequence. Prior to application students must complete all admission requirements for UW Tacoma and the Social Welfare major (or students must have a plan in place to complete required courses prior to entry).

To be considered for admission a student must meet the following minimum qualifications:

- Meet admissions requirements for the University of Washington Tacoma.
- Transfer applicants must have a minimum cumulative 2.0 GPA in all transfer coursework.
- Current UW students who seek to either declare or change their major to social welfare must have a minimum cumulative 2.0 GPA in all UW coursework and be in good standing with the university.
- A minimum of 75 UW or college-level transfer credits.
- A GPA of at least a 2.0 or C grade or higher in each Social Welfare prerequisite course:
  - English composition
  - Introductory or survey course in psychology
  - Introductory or survey course in sociology

## **How to Apply**

The UW Tacoma Social Welfare program has an annual admission process. Applications submitted by the application deadline are assured a review for admission for the upcoming academic year. Subsequent reviews are completed on a space-available basis.

A completed application consists of the following materials:

### **Application**

Transfer students must submit the application for transfer admission and pay the corresponding application fee.

All applicants must complete the Social Welfare program supplemental materials.

Applicants who are transferring credits from another CSWE-accredited BASW or BSW program are encouraged to contact the School of Social Work and Criminal Justice office at 253-692-5820 for assistance prior to application. All syllabi must be reviewed and pre-approved by Social Work faculty. After the syllabi are reviewed and approved applicants will be advised by the Social Work Program as to which quarter is best to apply.

### **Transcripts**

Current UW Tacoma students must print an unofficial UW transcript from MyUW and submit it with their materials. Transfer students must submit official transcripts reflecting all previous academic course work to the Office of Admissions. High school transcripts should be submitted only if intermediate algebra or world language was completed in high school.

### **Admissions Essay**

The Social Welfare program admissions committee asks that each applicant write a two-page essay that follows the guidelines below. The essay should be typed, double-spaced with a font size of 12.

Please give a brief (one page maximum) autobiographical statement that supports your interest in a social work career. To the extent possible, include information regarding:

- Any specific obstacles that you have met or overcome
- Examples of leadership
- Other influences (either positive or negative) that shaped your interest in social work

Please describe volunteer or work experiences that relate to social services (one page maximum). Include a brief discussion of:

- Your duties as a social service provider
- What you learned from the experience
- How the experience has influenced your career goals
- Any involvement with disadvantaged populations

- Any involvement with social issues

The admissions essay is a critical element in the review of each applicant's qualifications. Applicants are urged to carefully follow the instructions provided regarding the essay and to be as thorough as possible within the essay length limits.

## Résumé

Please provide a résumé of experience that includes the following:

- Any social service experiences (paid or volunteer)—include dates and **total hours** of involvement
- Any special awards, achievements, honors that you may have earned
- Special skills (e.g., bilingual skills, artistic talent, research skills)

## Special Requirements

The following form is required:

- Authorization and dissemination of results form

## Background Check

A background check is a **required** part of the Social Welfare admissions process. If offered admission, students are required to submit to a background check using a fee-based online service.

*Note:* Conviction/criminal history records are reviewed as they relate to the content and nature of the curriculum and the safety and security of clients and the public. A conviction/criminal history record does not necessarily disqualify an individual for admission.

## UW Health Sciences Immunization Program (HSIP) Requirement

The University of Washington Health Sciences Center requires that its students show documentation of protection against a number of vaccine-preventable diseases. The University of Washington Seattle School of Social Work falls under the umbrella of UW Health Sciences and therefore all UW Tacoma BASW students must comply.

New students admitted to the BASW Program must submit appropriate documentation within a specific timeframe. New students will be advised of specific submission deadlines upon admission. No student will be permitted to begin practicum placements unless in compliance with HSIP vaccinations. There is an annual HSIP administration fee associated with HSIP compliance tracking.

## Academic Standards/Policies

To maintain satisfactory progress in the Social Welfare program, an admitted student must meet the following criteria:

- **Maintain a 2.5 cumulative GPA in required Social Welfare courses and a 2.0 cumulative UW Tacoma GPA.** A student whose Social Welfare cumulative GPA falls below a 2.5 at the end of any quarter will be required to attend a meeting with their faculty advisor and the Social Work advisor. If the student continues to earn less than a 2.5 cumulative Social Welfare GPA in subsequent quarters, they may be referred to the Professional Standards Committee.

A student is removed from probation at the end of the quarter in which a Social Welfare GPA of 2.5 or better is achieved and a UW Tacoma cumulative GPA of 2.0 or better is reached, and any conditions for reinstatement and satisfactory progress have been met.

- **Earn a minimum 2.0 grade (or credit in courses taken CR/NC) in each required Social Welfare course.** A student who earns a grade of less than 2.0 in any required Social Welfare course will be placed on academic probation for one or more quarters. A student placed on probation may be asked to retake a required course the next time it is offered. This may delay the student's practicum by one year. With the approval of the program offering the course, a student may repeat a course once. Both the original grade and the second grade will be computed in the student's GPA, but credit will be given only once.

Effective Autumn 2016, the required Social Welfare courses are TSOCWF 300, 301, 310, 311, 312, 320, 390, 402, 404, 405, 406, 414 and 415.

- **Satisfactorily complete the first year required courses before proceeding into the practicum and practicum seminar.** To begin the practicum (TSOCWF 415), the student must be cleared for placement as outlined in the Social Work and Criminal Justice Program Policy for Assessing Students' Readiness for Field Education.
- **Complete the program within four years after admission.** A student who does not complete the program within four years of admission may be removed from the program and placed in pre-major status.

A student who begins the program and then withdraws from UW Tacoma for more than one year will have to re-apply to the program to be admitted. If re-admitted, the student must meet with the program advisor to prepare a revised program of study. The advisor (in consultation with the BASW Director) will determine which courses may or may not be applicable to the current curriculum and which courses must be completed for the degree.

## Graduation Requirements

To qualify for graduation with a Bachelor of Arts degree in Social Welfare from the University of Washington Tacoma, a student must:

- Be a matriculated Social Welfare student in good academic standing with the University of Washington Tacoma.
- Satisfy all prerequisite and admission requirements for entrance into the Social Welfare program.
- Complete a minimum of 180 credits. At least 45 of the last 60 credits must be taken in residence at UW Tacoma.
- Maintain a minimum cumulative GPA of 2.5 in all required Social Welfare course work.
- Earn a minimum grade of 2.0 in each required Social Welfare course.
- Have a minimum 2.0 GPA for all UW Tacoma course work at graduation.
- Social Welfare majors must satisfy all University and general education requirements to include 20 credits of VLPA, 20 credits of I & S and 20 credits of NW.

- Complete 58 credits of core courses in Social Welfare to include:
  - TSOCWF 300
  - TSOCWF 301
  - TSOCWF 310
  - TSOCWF 311
  - TSOCWF 312
  - TSOCWF 320
  - TSOCWF 390
  - TSOCWF 402
  - TSOCWF 404
  - TSOCWF 405
  - TSOCWF 406
  - TSOCWF 414
  - TSOCWF 415
- Complete 10 credits of Social Welfare upper-division electives (TSOCWF 300-400 level courses).
- Apply for graduation with the BASW Academic Advisor by the deadline posted by the university for the expected quarter of graduation.

## Commencement

Like all of the University of Washington campuses, UW Tacoma has one commencement ceremony per year, held at the end of the Spring Quarter. Students who graduated during the previous autumn or winter quarters and those who anticipate graduating in spring or summer quarters of the current year are eligible to participate if they have filed a graduation application. It is the student's responsibility to apply for graduation by the deadline; for more information, see [Filing a Graduation Application](#). Information about the ceremony and what you need to do to prepare for it can be found on the [UW Tacoma Commencement website](#).

## Phi Alpha Honor Society

The purpose of [Phi Alpha Honor Society](#) is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. To review requirements, deadlines and application procedures visit the Phi Alpha Honor Society [Xi Pi UWT Chapter](#) website.

## Minors

The School of Social Work and Criminal Justice offers the following program of study:

- [Minor in Criminal Justice](#)

## Criminal Justice Minor

The minor in Criminal Justice is designed to prepare students to work in a variety of criminal justice settings and cultivate an appreciation for the complexities of justice, crime and corrections. The curriculum is designed to provide a foundation for students who are interested in a career in criminal justice settings as a specialty of their major field, students interested in issues of justice and crime, or

non-matriculated students who are already employed in criminal justice settings and seek additional coursework as a means of advancing their careers.

The minor requires 30 credits (minimum of 20 credits in residence). There are three core courses required for a total of 15 credits and an additional 15 credits of electives chosen from an approved list of classes. Other electives may be approved by your program advisor in consultation with faculty by submitting a Program Petition for Course Substitution. At least 15 credits (core and elective combined) must be taken at the upper-division (300-400) level.

Students may request to transfer in up to 10 credits to be applied toward the required courses. The student must maintain an overall cumulative GPA of 2.0 in all criminal justice minor course work and a minimum 2.0 GPA in each course required to earn the minor.

## Learning Outcomes

- Gain an understanding of the origins of criminal behavior, society's responses to crime and delinquency and the consequences of crime for our society.
- Become sensitized to the human impacts of criminal justice policies including differential impacts of race/ethnicity, social class, age, and gender.
- Be grounded in theoretical and empirical knowledge, values and skills related to criminal justice as they develop into competent professionals.
- Recognize the multiple needs of the victims of criminal behavior, including crisis and trauma interventions.
- Become knowledgeable about special populations in the criminal justice system including sex offenders, the chemically dependent, and individuals with mental illness.

## Core Requirements: 15 credits

- Complete 15 credits of Core Requirements as outlined below with a 2.0 or higher.
  - T CRIM 101 (5)
  - T CRIM 271 (5) **or** T CRIM 362 (5)
  - T CRIM 361 (5) **or** T CRIM 370 (5) **or** T CRIM 372 (5) **or** T CRIM 395 (5)

## Core Electives: 15 credits

- In addition, students must complete 15 credits of approved Core Elective courses with a 2.0 or higher. See the [Criminal Justice minor](#) webpage for a complete list and restrictions.
  - *\*Note: Effective Winter Quarter 2019 T CRIM 370, T CRIM 372 and T CRIM 395 are options that can be applied as Minor in Criminal Justice core course requirements. If a student elects to use T CRIM 370 or T CRIM 372 or T CRIM 395 as a core course requirement, the same class will not be double counted as an approved elective course requirement.*
  - *\*\*May only apply a maximum of ten (10) credits from T CRIM 450 as approved elective credits toward the Minor in Criminal Justice*



## **Graduate Degree**

The School of Social Work and Criminal Justice offers the following program of study:

- Master of Social Work

### **Master of Social Work**

The Master of Social Work (MSW) is considered the terminal degree in the social work profession. Content and course work in the MSW program will prepare graduates to function in professional social work positions in a wide variety of settings, including health care agencies, child and family services, public social service organizations, the criminal justice system and the public schools.

The advanced curriculum provides an in-depth education, through the classroom and practicum, to prepare graduates for advanced, specialized practice. Topics include applied research, social policy and advanced content in social work practice models and methods. The intent of this graduate program is to enable learners to develop skills in the concentration area of Advanced Integrative Practice.

This graduate program also prepares learners to collaborate with other human service professionals and with the community. Graduates from this MSW program will be prepared to address the social welfare needs of a complex society.

The MSW program is designed as a part-time evening program and consists of two program options: a three-year MSW program, which is designed for graduates of baccalaureate programs in any major, and an Advanced Standing MSW program, which is designed for eligible graduates of baccalaureate programs in social work or social welfare. Advanced Standing allows students to enter the advanced level of the MSW curriculum.

Pursuant to the achievement of the School of Social Work and Criminal Justice mission, the MSW program has been designed as a competency-based curriculum committed to preparing graduate students for practice.

### **Program Goals**

The MSW curriculum has been developed to enhance both breadth and depth in professional education and to respond to changing social work practice needs. The curriculum reflects the faculty's commitment to a set of core MSW Curriculum values and principles.

The program's curriculum is framed by a set of core values, which flow directly from its mission. Primary among these is the School's commitment to social justice.

Corollary values include commitments to multiculturalism, to social change, and to collaboration and empowerment. Further, the program is dedicated to bringing these commitments to life in its curriculum through pedagogical strategies that recognize the essential synergy between knowledge and action, and that provide opportunities for generative learning.

### **The MSW Program has three over-arching goals:**

1. To prepare students for generalist practice including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work.
2. To prepare students for advanced professional practice in an area of concentration in a way that fosters social work leadership, effective social interventions, a commitment to a just and human diverse society, and a commitment to public service.
3. To provide access to social work education to residents of the south Puget Sound region.

The MSW curriculum is organized around these core principles and builds upon the Curriculum Goals.

### **Curriculum Competencies**

The primary goal of the curriculum is to provide social work students with the critical skills, value base and knowledge to advance social justice, multiculturalism, social change, collaboration and empowerment in their professional roles. This goal is operationalized through 9 core competencies:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **MSW Program Evaluation Competency Benchmarks**

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies, which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice, which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

### **Part-time Program of Study**

*\*\*Pending University approval processes, the MSW concentration name will be changed to Integrative Practice during the 20-21 academic year.\*\**

The MSW program offers a 3-yr, part-time, evening study cohort program option as well as a part-time, evening Advanced Standing, 18-month program option. All Advanced Standing applicants must meet specific criteria to be eligible for admission consideration. There are no full-time MSW study options available at UW Tacoma.

### **Advising**

The Social Work Graduate Advisor is responsible for helping students with the technical pieces of graduate student life — deadlines, forms and formal procedures. Registration, course scheduling, graduation requirements and grade issues are all areas where the graduate advisor can assist you. The

graduate program advisor also functions as a liaison to the [Graduate School](http://www.tacoma.uw.edu/graduate-school/). To make an appointment: <https://www.tacoma.uw.edu/swcj/advising>.

Each student entering the MSW Program is also assigned a Faculty Advisor. The Faculty Advisor supports the student by offering guidance related to entry into the school and its culture, socialization into the profession, and various opportunities to address issues of common concern to MSW students: developing career goals, completing learning plans, balancing family and career, grappling with ethical and value dilemmas, and dealing with challenges in interactions with student peers, professional colleagues, and supervisors. Some of the advising activities take place in the context of informal group activities that are facilitated by the Advisor, and others through individual consultation. An important role of the Faculty Advisor, in addition to providing the more structured guidance and support activities previously mentioned, is to ensure that every student has a strong link to an individual faculty member throughout the program. Students are encouraged to turn to any faculty member regarding specific issues. For instance, you may meet with someone who is doing research or practice in your area of interest. Such “informal advising” is common and highly encouraged. You may contact faculty directly by email or by phone numbers listed in the directory online <http://www.tacoma.uw.edu/>.

The Director of Field Education is responsible for the management of field education, advisement and approval of students for practicum placements. The Coordinator also is responsible for liaison and problem solving with agencies if there are difficulties in the placements, and assignment of grades for the practicum courses.

### Model Program of Study (3yr MSW)

First Year: (25 credits)		
Quarter	Course	Credits
Autumn (6 cr)	T SOCW 501: Social Policy and Economic Security	3
	T SOCW 502: Human Behavior and Social Environment I	3
Winter (6 cr)	T SOCW 503: Human Behavior and Social Environment II	3
	T SOCW 504: Cultural Diversity and Societal Justice	3
Spring (7 cr)	T SOCW 510: Practice I: Introduction to Social Work Practice	3
	T SOCW 514: Practice V: Practice Skills	3
	T SOCW 524: Generalist Practicum (1) *	1
Summer (6 cr)	T SOCW 511: Practice II: Intermediate Direct Service Practice	3
	T SOCW 524: Generalist Practicum (1) *	3
Second Year: (24 credits)		
Quarter	Course	Credits
Autumn (6 cr)	T SOCW 512: Practice III: Community and Organizational Practice	3
	T SOCW 524: Generalist Practicum (1) *	3
Winter (6 cr)	T SOCW 505: Introduction to Social Welfare Research	3
	T SOCW 524: Generalist Practicum (1) *	3

Spring (6 cr)	T SOCW 535: Research for Integrative Practice	3
	T SOCW 540-560: Integrative Practice Selective	3
Summer (6 cr)	T SOCW 525: Specialization Practicum (2)	3
	T SOCW 540-560: Integrative Practice Selective	3
Third Year: Specialization Curriculum (26 credits)		
Quarter	Course	Credits
Autumn (10 cr)	T SOCW 525: Specialization Practicum (2)	4
	T SOCW 531: Integrative Policy and Advocacy	3
	T SOCW 532: Integrative Practice I	3
Winter (8 cr)	T SOCW 525: Specialization Practicum (2)	5
	T SOCW 533: Integrative Practice II	3
Spring (8 cr)	T SOCW 525: Specialization Practicum (2)	5
	T SOCW 536: Integrative Practice Selective	3

Total credits: 75

(1) Generalist Practicum totals 400 hours (10 credits)

(2) Specialization Practicum totals 680 hours (17 credits)

### Model Program of Study (Advanced Standing MSW)

First Year (19 credits)		
Quarter	Course	Credits
Winter (7 credits)	T SOCW 598: Integrative Seminar	5
	TSOCW 597: Social Welfare Research	2
Spring (6 credits)	T SOCW 535: Research for Integrative Practice	3
	T SOCW 540-560: Integrative Practice Selective	3
Summer (6 credits)	T SOCW 525: Specialization Practicum (1)	3
	TSOCW 540-560: Integrative Practice Selective	3
Second Year (26 credits)		
Quarter	Course	Credits
Autumn (10 credits)	T SOCW 525: Specialization Practicum (1)	4
	T SOCW 531: Integrative Policy and Advocacy	3
	T SOCW 532: Integrative Practice I	3
Winter (8 credits)	T SOCW 525: Specialization Practicum (1)	5
	T SOCW 533: Integrative Practice II	3
Spring (8 credits)	T SOCW 525: Specialization Practicum (1)	5
	T SOCW 540-560: Integrative Practice Selective	3
Total		45

(1) Specialization Practicum totals 680 hours (17 credits)

To check for eligibility for the Advanced Standing MSW, please refer to the [Advanced Standing MSW](#) page.

## Admission Requirements

The School of Social Work and Criminal Justice seeks to enroll well-qualified students with diverse backgrounds. Admission to the MSW program is based on academic performance and potential, clarity and appropriateness of career objectives, understanding of social issues, knowledge of diverse populations and relevant experiences. Academic credit toward the MSW is not given for previous employment or life experience.

Students are admitted to the three-year MSW program for autumn quarter only and the Advanced Standing program for winter quarter only. Prospective students should consult the [School of Social Work and Criminal Justice website](#) for the most recent application procedures.

Selection is based on academic background and potential, match of student interests with faculty expertise, program resources or priorities, social/human service experience, appropriateness of professional goals and objectives, and experience with diverse populations. All applicants must meet basic qualifications to be considered for the MSW program. Current knowledge of the social work profession is assessed by the candidate's use of illustrations and examples from his or her social-service background described in the admissions essay. Those applicants considered among the most qualified, based on the assessment of their application materials, will be offered admission. There is an enrollment limit placed on the MSW program, and typically there is not enough space available to accommodate all applicants who meet the basic qualifications for admission. Admission is competitive.

## Applying to the MSW

Applying to the program involves submitting application forms for the UW Tacoma MSW program and the UW Graduate School, an application fee, one set of transcripts from every college or university attended, admissions essay, three reference letters, résumé and Social Service Experience form. Students must submit the Authorization for Repeat Checks form.

A thorough background check is a **required** part of the MSW admissions process. If offered admission, students are required to submit to a background check using a fee-based service.

*Note:* Conviction/criminal history records are reviewed as they relate to the content and nature of the curriculum and the safety and security of clients and the public. A conviction/criminal history record does not necessarily disqualify an individual for admission.

The successful completion of a statistics course with a 2.0 ("C") grade or higher is required prior to beginning the MSW program. [*Note:* Advanced Placement (AP) credit earned in high school may not be used to satisfy this requirement.] The statistics course must be completed within the previous five years prior to beginning the MSW program. Documentation verifying completion must be supplied prior to matriculation. The MSW program requires strong academic preparation demonstrated by a candidate's grade point average (GPA), liberal arts or social welfare undergraduate training, and writing skill. Applicants must have a baccalaureate degree with a minimum GPA of 3.0 on a 4.0 scale for the last 90 graded quarter credits (or 60 graded semester credits). Undergraduate preparation must include at least 5 credits in each of the humanities, social sciences, and natural sciences and 60 credits of liberal arts.

In addition to these general admission requirements, Advanced Standing applicants must hold a baccalaureate degree in social work or social welfare from an American program accredited by the Council on Social Work Education and have graduated within five years of entry to the MSW program. They must also have passed all social work core courses with a minimum grade of 3.0 or have a cumulative GPA of 3.5 or higher in their BASW major. Advanced Standing admission is for winter quarter only and is a part-time, evening study option.

The priority application date for the 3-yr MSW Program is March 1<sup>st</sup> and the deadline to apply for the Advanced Standing MSW is June 30<sup>th</sup>.

### **UW Health Sciences Immunization Program (HSIP) Requirement**

The University of Washington Health Sciences Center requires that its students show documentation of protection against a number of vaccine-preventable diseases. The University of Washington Seattle School of Social Work falls under the umbrella of UW Health Sciences and therefore all UW Tacoma MSW students must comply. New students admitted to the MSW Program must submit appropriate documentation within a specific timeframe. New students will be advised of specific submission deadlines upon admission. No student will be permitted to begin practicum placements unless in compliance with HSIP vaccinations. There is an annual HSIP administration fee associated with HSIP compliance tracking.

### **Academic Standards/Policies**

#### **Satisfactory Performance and Progress toward Completion of the Degree**

Admission to the Graduate School allows students to engage in graduate study and research at the University of Washington. Continuation in the Master of Social Work program at the University of Washington Tacoma occurs only as long as students maintain satisfactory performance and progress toward completion of the graduate degree program as outlined in Graduate School Memorandum No. 16. Students must also meet the requirements found in the University of Washington Student Conduct Code as amplified in the Essential Skills, Values and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work. In addition to maintaining satisfactory academic performance, students must adhere to all behavioral standards as identified in the aforementioned code and standards. The Graduate Program Coordinator in collaboration with the Graduate Program Advisor monitors graduate student academic progress on a quarterly basis.

#### **Evaluation of Student Performance and Progression**

##### **Good Academic Standing**

In order to be in good academic standing, students must maintain a minimum cumulative University grade point average of 3.00 for all 400- and 500-level graded courses taken after attaining graduate status at the University of Washington. In addition, students must complete and pass all required Social Work classes with a minimum grade of a 2.7 or higher or "S" or "CR." Students who accumulate more than two incompletes on their transcripts or carry incompletes beyond one quarter will be reviewed for satisfactory progress.

## **Low Scholarship**

Failure to maintain a cumulative or quarterly grade point average of 3.00 or to earn at least a 2.7 or “S” or “CR” in a required class is considered low scholarship. Low scholarship may lead to a change-in-status action by the Graduate School, including Warning, Probation, Final Probation, or Drop. If a student falls below this standard of academic performance, s/he will be evaluated individually on a quarterly basis by the MSW Graduate Program Coordinator who may confer with the program’s Professional Standards Committee. The quarterly academic performance review will determine whether the student is progressing towards good academic standing, including passing current classes and/or increasing their cumulative GPA. The Registrar will record only those actions recommending Probation, Final Probation, and Drop.

*\*Note that students who fail a required course for the MSW degree twice will fall under the MSW Course Repeat Policy.*

## **Warning**

A warning will be issued to a student when her/his cumulative or quarterly grade point average falls below 3.00. This status is initiated and documented by the Social Work program, but is not reported to the Graduate School and does not appear on the student’s transcript. A warning may be issued for behavioral concerns as well. A student must be notified in writing, and documentation must be placed in the student’s file. If the deficiency is not corrected after one quarter, probation may be recommended.

## **Probation**

Probation will be recommended to the Graduate School for any student who has not corrected the deficiency which resulted in the warning or who fails to earn at least a 2.7 or “S” or “CR” in a required class. For students who fail a required class, a previous warning is unnecessary. A student may not remain on probation for more than three consecutive quarters and will automatically be reviewed each quarter while on probation.

## **Final Probation**

After at least one quarter of probation, a student may be placed on final probation (for one quarter only). Final probation will be recommended for students who have not corrected the condition(s) that caused the probation recommendation or for students who may have corrected previous probation conditions but failed additional performance requirements and did not progress toward completion of the graduate program. The Graduate School will consider one additional quarter in extenuating circumstances.

## **Drop**

After one quarter of final probation, a student may be dropped from the program if the student has not made sufficient academic progress. Exceptions to this policy will be considered by the Graduate School only in extenuating circumstances. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate School, and the student is immediately dropped from the MSW program. This final action is recommended for students who have not corrected the condition(s) that caused the final probation within the specified time limit. Note: Action is taken for one quarter only and is reviewed each quarter. No action will appear on the transcript for any subsequent quarter unless a recommendation is made by the MSW Program to the Dean of the Graduate School. In addition to the grade performance,

students with incompletes or “x” grades in the Professional Foundation courses must successfully complete the courses prior to beginning the Advanced Curricula.

### **MSW Course Repeat Policy**

1) A student who receives a failing grade in a required course for the MSW degree will be allowed to repeat that course one time. If the student receives a failing grade in the course a second time, the student will be referred to the Professional Standards Committee and may be dismissed from the MSW program. A failing grade is defined as any decimal grade less than a 2.7, a grade of Non Satisfactory, or a grade of No Credit.

2) Students will not be allowed to repeat the course at a different University of Washington campus or other academic institution and apply that course to the UW Tacoma MSW degree unless there are extenuating circumstances that may support an exception to be approved by the UW Tacoma Social Work graduate faculty.

3) This policy does not apply to required Field Education Courses. Consult the “Policy Regarding Dismissal from the MSW Program for Failure in Field Placements” for procedures related to failing such a course.

4) This policy does not apply to Selective courses, nor to other coursework not a requirement for the MSW degree. Students with a failed grade in such courses may repeat them with instructor permission, or substitute a different Selective course to meet degree requirements.

5) Students may appeal changes in program status following the process outlined in the Graduate School Memorandum No. 33, Academic Grievance Procedure.

*Approved by faculty 3/4/2016.*

### **Appeals**

Students may appeal changes in status directly to the MSW Program Director. Appeals beyond this point must follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.

### **Apply to Graduate**

Graduation is not automatic. In order to officially graduate and receive your diploma you must submit a graduation application.

All students must apply for graduation by the seventh week of their last quarter. Students must be enrolled for at least 2 credits during the quarter they intend to graduate. For questions, please consult with the program advisor regarding procedures.

If desired students may request a meeting with their faculty advisor to discuss future goals or meet with the program advisor to discuss the graduation application process and/or complete the application on site.



## Graduation Requirements

Along with the Graduate School requirements, students must receive a passing grade (2.7 or higher or Satisfactory/S or Credit/CR) in the professional foundation and advanced curriculum courses taken to meet the credits required for the MSW.

If a student does not pass a required course, the course must be repeated. Due to the sequential nature of the courses, students may need to extend the length of their program. Another selective may be substituted for a failed selective course. Students electing to take a course on a Satisfactory/Not Satisfactory (S/NS) basis must earn at least a 2.7 grade in order to receive a grade of "Satisfactory."

The 75-credit MSW program allows each student to determine which courses are taken to fulfill the 18 numerically-graded required credits. The following courses are graded on a credit/no credit basis and may not be used towards the 18 credits: Cultural Diversity and Societal Justice, Introduction to Practicum, Foundation and Advanced Practicum (T SOCW 504, T SOCW 523, T SOCW 524 and T SOCW 525) indicated by CR/NC in the online time schedule. Some students may need to take additional courses beyond the minimum requirements to fulfill this requirement. A minimum cumulative GPA of 3.0 is required.

Students are reminded to read and carefully adhere to the university's policies. Please refer to the "Graduate Programs" section in this catalog or refer to the Graduate School website at [www.grad.washington.edu](http://www.grad.washington.edu). MSW students should also consult the MSW Program Manual for a complete list of policies <http://www.tacoma.uw.edu/social-work/resources-msw-students>.

## Commencement

Like all of the University of Washington campuses, UW Tacoma has one commencement ceremony per year, held at the end of the Spring Quarter. All students who graduated in the previous summer, autumn, winter, and spring are eligible to participate, as well as those students who are going to finish their degrees by the coming Summer Quarter. If you expect to be a summer graduate, you have a choice which ceremony you would like to participate in, but you can only "walk" once. Information about the ceremony and what you need to do to prepare for it can be found on the UW Tacoma Commencement website.

## MSW Hooding Ceremony

The Social Work Program Hooding Ceremony will take place typically during the 2-weeks preceding the UW Tacoma Commencement Ceremony. At the Hooding Ceremony, a master's hood with the velvet band of citron indicating a degree in Social Work and lined with the colors of the University of Washington is placed over each MSW student's head by a Social Work Program Faculty member. Hooding is a symbolic gesture of honor in recognition of the MSW's advanced academic achievement. MSW Hooding Ceremony eligibility follows the University eligibility policy for Commencement participation.

## Phi Alpha Honor Society

The purpose of [Phi Alpha Honor Society](#) is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social

work. To review requirements, deadlines and application procedures visit the Phi Alpha Honor Society [Xi Pi UWT Chapter](#) website.

## **Child Welfare Training and Advancement Program (CWTAP)**

*The Child Welfare Training and Advancement Program (CWTAP) is a federally funded partnership between the University of Washington Seattle, the University of Washington Tacoma, Eastern Washington University, the Alliance for Child Welfare Excellence and the Department of Social and Health Services (DSHS), Department of Child, Youth, Family Services. CWTAP promotes professionalization and recruitment of staff in public child welfare statewide.*

Master of Social Work (MSW) students interested in developing and enhancing their practice skills in public child welfare may be interested in the CWTAP. CWTAP students complete their practicum experiences in selected Department of Child, Youth and Family Services (DCYFS) offices in Washington State for specialized practicum training and hands-on casework experience. This field experience focuses on public child welfare topics such as child abuse and neglect, child protection, permanency planning, Solution-Based Casework (SBC) and cultural competency. Participating students are eligible for educational assistance.

After graduation, students seek employment with DCYFS statewide and agree to work for the same period of time that they received educational assistance. Many CWTAP graduates are in leadership positions in DCYFS. Currently only MSW students are eligible to participate in CWTAP. For more information, consult the web: <http://www.tacoma.uw.edu/CWTAP>

## **Course Descriptions**

### **Criminal Justice**

#### **T CRIM 101 Introduction to Criminal Justice (5) I&S**

Examines the history, structure, operations, and problems with the American criminal justice system. Analyzes general and specific topics associated with the contemporary criminal justice system in order to develop a critical perspective on the nature of justice and society's response to criminal behavior.

#### **T CRIM 155 Media, Crime, and Justice (5) I&S**

Investigates interrelationships between crime, justice, and mass media. Explores representations of crime, offenders, victims, police, courts, and incarceration systems as portrayed by television, film, music, news, and electronic media and considers the impacts of these portrayals. Examines how media inform, interpret, distort, and filter understandings of crime and justice.

#### **T CRIM 156 Criminal Justice and the War on Drugs (5) I&S**

Investigates how criminal justice policymaking, policing, legal, and correctional agencies articulate and execute the U.S. War on Drugs. Critically analyzes drug prohibition and enforcement practices, and examines the relationship between drug policy, enforcement, mass incarceration, and inequality. Explores changing perspectives on and approaches to drug prohibition in the U.S.

#### **T CRIM 157 Miscarriages of Justice (5) I&S**

Explores various types of miscarriages of justice in the U.S. criminal justice system, with significant focus on case studies of the wrongfully convicted and exonerated. Examines research conducted on the causes

of wrongful convictions including eyewitness misidentification, flawed forensics, forced confessions, prosecutorial misconduct, ineffective assistance of counsel, and others.

**T CRIM 158 Hate Crime and Organized Hate in America (5) I&S**

Explores the definitions and causes of bias-motivated crime in the U.S and the individual, community, and social consequences of hate crime. Critically analyzes ideologies, recruitment tactics, subcultures, and criminal activities of organized hate movements and examines formal legal and collective social efforts to confront hate crime and organized hate groups.

**T CRIM 222 United States Federal Law Enforcement (5)**

Examines the structures, jurisdictions, and functions of federal law enforcement. Explores and assesses ethical and legal imperatives to balance civil liberty protections. Analyzes mandates to address national security and criminal activity within the United States and globally. Critically analyzes the actions of federal law enforcement through a social justice lens.

**T CRIM 225 Diversity and Social Justice in Criminology (5) I&S, DIV**

Explores definitions and implications of diversity and social justice theory. Applies principles of social justice to criminal justice contexts within the United States. Analyzes social positions in relation to relative privilege and power. Emphasizes experiential and reflective learning.

**T CRIM 271 Introduction to the Sociology of Deviance and Social Control (5) I&S**

Examination of deviance, deviant behavior, and social control. Deviance as a social process; types of deviant behavior (e.g., suicide, mental illness, drug use, crime, "sexual deviance," delinquency); theories of deviance and deviant behavior; nature and social organization of societal reactions; and social and legal policy issues.

**T CRIM 272 Restorative Justice (5) I&S**

Explores the philosophical underpinnings of restorative justice as well as its application as a complementary and alternative approach to criminal justice processing. Analyzes the effectiveness of restorative justice for resolving harm through directly engaging victims, offenders, and communities.

**T CRIM 275 White Collar Crime (5) I&S**

Employs social scientific and legal approaches to examine crime committed by corporations and individuals in white-collar occupations. Explores social definitions, perpetrators and victims of white-collar crimes. Critically examines which social contexts promote such crime and analyzes how society and the criminal justice system respond to them.

**T CRIM 352 Women in the Criminal Justice System (5) I&S**

Explores the history, societal impact, and future of women within the U.S. criminal justice system. Focuses on factors which contribute to female incarceration including poverty, physical and sexual victimization, chemical dependency, and major mental illness. Gender-responsive strategies designed for advocacy and empowerment address major economic and social justice issues.

**T CRIM 360 Youth and Juvenile Justice Systems (5) I&S**

Focuses on juveniles as both legal offenders and crime victims from an ecological perspective. Emphasizes juvenile criminal offense theories, the continuum of legal responses, and the consequences

on youth, families, and society.

**T CRIM 361 Mental Health, Substance Use and the Criminal Justice System (5) I&S**

Examines the intersection of mental health, substance use, and the criminal justice system. Focuses on the interaction of mental health and criminal justice practice. Explores the prevalence of mental health and substance use and best practices for treatment. Offered: jointly with TSOCWF 361.

**T CRIM 362 Criminological Theory (5) I&S**

Surveys the major schools of thought related to the causes of criminal behavior, positions theories in their historical contexts, discusses each perspective's assumptions about human nature, outlines current debates and critiques, and explores the policy implications of each theoretical perspective.

**T CRIM 363 The Criminalization of Immigration (5) I&S, DIV**

Examines the criminalization of immigration in the United States and globally and the ways in which social institutions have implemented immigration policies. Analyzes the unintended consequences of criminalizing policies and practices. Explores psychosocial effects on the lives of diverse immigrants, their families, and ethnic minority communities. Offered: jointly with TSOCWF 363.

**T CRIM 364 Criminal Justice and the LGBTQ Experience (5) I&S, DIV**

Examines experiences of lesbian, gay, bi-sexual, transgendered, queer (LGBTQ) people through the stages of criminal justice systems. Explores the history of the LGBTQ movement through policy and law. Examines criminal justice organizations and their treatment of LGBTQ people. Examines the consequences of discrimination toward LGBTQ people throughout the criminal justice process.

**T CRIM 365 Facing Harm: Victim Offender Dialogue (5) I&S**

Examines the relationship between restorative justice theory and practice. Develops skills in facilitating several models of victim offender dialogue (VOD). Articulates the benefits and risks of VOD for justice stakeholders. Critically examines the effectiveness of VOD as a response to crime and violence. Cultivates a practitioner identity.

**T CRIM 370 Police and Society (5) I&S**

Examines the role of law enforcement offices within American society, emphasizing history, public perceptions, administration, organizational culture, ethics, and police deviance.

**T CRIM 371 Helping Skills in Criminal Justice (5) I&S**

Focuses on skills needed to establish constructive helping relationships with individuals involved directly and indirectly in the criminal justice system. Skills include empathy, active listening, boundary setting, maximizing strengths, positive conformation and challenges, and the basics of cognitive and systemic change. Prerequisite: minimum grade of 2.0 in T CRIM 225.

**T CRIM 372 Adult Corrections (5) I&S**

Focuses on the history, structure, operations, and problems within the corrections component of the criminal justice system. Explores practice and policy issues relevant to the contemporary adult corrections system. Examines the nature of community and institutional corrections settings and offender populations.

**T CRIM 373 Criminal Evidence and Investigation (5) I&S**

Examines scientific crime detection, techniques for case management and documentation, the concept of proof, the impact of emergent technology on the investigative process, interacting with victims and witnesses, and interviewing suspects. Emphasizes the investigation of particular crimes, such as, homicide, sex offences, child abuse, and hate crimes.

**T CRIM 374 Human Trafficking (5) I&S**

Examines domestic and international human trafficking, recruitment, and control methodologies. Considers labor and sexual exploitation and examines existing laws and services to combat trafficking. Analyzes the role of demand in perpetuating trafficking and the victims' trauma. Applies best practice solutions. Offered: jointly with TSOCWF 374.

**T CRIM 375 Men, Masculinities, and Criminal Justice (5) I&S**

Explores issues related to men and masculinities in the criminal justice system. Examines the various conceptions of masculinities that increase the risk of criminality, and how men "perform" masculinities within the criminal justice system and to the provision of services.

**T CRIM 395 American Criminal Courts (5) I&S**

Examines the background, legal principles, and structures that underlie the courts component of United States criminal justice systems. Focuses on the roles of court actors, the procedures through which criminal courts uphold and/or threaten basic rights and liberties, and contemporary issues. Applies a critical, social justice lens to United States criminal courts.

**T CRIM 409 Advanced Readings in Criminal Justice (1-5, max. 15)**

Student-initiated, individually contracted course of study targeted at developing greater mastery of a specific area within criminal justice under the supervision of a social work faculty member with expertise in a related area of criminal justice. Focuses on individualized student-centered learning with emphasis on achievement of stated student learning objectives.

**T CRIM 427 Disproportionality Across Systems (5) I&S**

Examines disproportionate representation of people of color in the child welfare, criminal justice, economic, education, health, juvenile justice, and mental health systems. Focuses on how each of these systems interacts with the criminal justice system where disproportionality is a particularly serious problem. Offered: jointly with TSOCWF 427.

**T CRIM 428 Policy and Practice with Sexual Offenders (5) I&S**

Develops understanding of sex crimes and the people who commit them. Addresses the theoretical explanations of, and policies regarding treatment for offenders. Analyzes laws related to sex offenders, their constitutional legitimacy, and the difficulty in balancing offender and community rights. Offered: jointly with TSOCWF 428.

**T CRIM 430 Children of Incarcerated Parents (5) I&S**

Examines the impact of parental incarceration on the psychological, social, physical, and biological development of children. Focuses on issues of loss, trauma, attachment, and ways to address such issues. Offered: jointly with TSOCWF 430.

**T CRIM 433 Crisis and Trauma Interventions with Crime Victims (5) I&S**

Provides an overview of victimology and teaches practice skills for working with victims of crime and their families. Examines the efficacy and application of interventions that try to alleviate the impact of crime on victims, facilitate victims' mental health recovery, and assist in system navigation. Offered: jointly with TSOCWF 433.

**T CRIM 434 Criminal Homicide (5) I&S**

Examines the causes, forms, and consequences of homicide offending and victimization. Explores the patterns and characteristics of various forms of homicide. Analyzes the effectiveness of solutions and interventions both within and beyond criminal justice systems.

**T CRIM 435 Terrorism and Criminal Justice Systems (5) I&S**

Explores terrorism and counterterrorism organizations from a criminal justice perspective. Traces the evolution of domestic and international terrorism organizations and networks within the United States and globally, including their motivations and tactics, and counterterrorism strategies used by law enforcement. Analyzes the social construction of terrorism in academic and popular discourses.

**T CRIM 436 Contemporary Social Work in Criminal Justice Settings (5) I&S**

Focuses on social work practice with justice-involved individuals in criminal justice settings including juvenile justice, specialty courts, community corrections, jail and prison. Describes social work roles at multiple levels and examines contemporary issues that impact social work practice. Explores promising social work interventions and what is needed for effective practice. Offered: jointly with TSOCWF 436.

**T CRIM 440 Fundamental of Criminal Law (5) I&S**

Examines the historical, constitutional, and legal principles applicable to substantive criminal law. Analyzes the definition of criminal law, elements of major crimes, general principles of criminal responsibility, punishment, and the conditions that may excuse an individual from criminal liability or mitigate punishment.

**T CRIM 441 Senior Seminar: Professionalism and Ethical Issues in Criminal Justice (5) I&S**

Examines the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Topics include ethical response to police brutality and corruption in criminal justice systems, development of professional identity, and promotion of professional conduct. Prerequisite: a minimum grade of 2.0 in T CRIM 371; and a minimum grade of 2.0 in TSOCWF 390.

**T CRIM 450 Comparative Criminal Justice Systems (1-15, max. 15) I&S**

Examines the design, function, and legal basis for non-United States criminal justice systems. Engages cross-cultural analyses of the connection between government, political, demographic, and economic factors in explaining historical and contemporary trends. Compares and contrasts non-United States and United States criminal justice systems. Includes a study abroad component.

**T CRIM 490 Independent Research in Criminal Justice (1-3, max. 12)**

Student-initiated, individually contracted research with a faculty member to engage the design and implementation of original empirical research. Training and supervision in some or all aspects of criminological/criminal justice research. Active participation as member of research team, with emphasis on achievement of state student learning objectives.

**T CRIM 498 Criminal Justice Internship (5) I&S**

Applies academic knowledge to further develop professional competencies critical to a successful career within the criminal justice field. Provides experiential learning in criminal justice.

**Social Welfare****TSOCWF 101 Introduction to Social Work (5) I&S**

Introduces social work as a profession including exploration of its history, values, ethics, and career options within the field. Emphasizes social work's historic commitment to economic and social justice, diversity, empowerment, and improving conditions faced by society's most vulnerable members

**TSOCWF 150 Suicide: Individual and Community Responses (2) I&S**

Increases student understanding of historical and contemporary responses to suicide; explores ethical and moral issues; and develops introductory skills used in suicide prevention. Explores psychological and sociological theories of suicide as well as other responses people engage in suicidal behaviors.

**TSOCWF 202 Perspectives on Doing Service (5) I&S**

Explores the philosophical, spiritual, cultural, and value concepts that undergird helping and altruistic behaviors by individuals and groups in a global society. Service learning is included in explorations of what helping and service mean in daily life and the professional work world. Offered: Sp.

**TSOCWF 250 Interpersonal Effectiveness (5) I&S**

Applies theory and research from multiple social sciences. Expands students' thinking and skills related to relationships and interpersonal communication. Introduces students to constructs and theories such as identity, perception, emotional intelligence, and culture. Develops the mechanics of interpersonal communication and relationship skills.

**TSOCWF 300 Historical Approaches to Social Welfare (5) I&S**

Stresses the origin of social welfare policies, beginning with the Elizabethan Poor Law of 1601. Issues of poverty, as well as development of publicly funded income-maintenance programs, and an understanding of the historical roots of the social work profession are central. Offered: A.

**TSOCWF 301 Professionalism in Social Welfare Practice (2)**

Focuses on development of professional identity as a social worker, including understanding of various roles social workers perform; the variety of modalities in which social workers practice; the core values and ethical standards of the profession; social work practice frameworks; use of self; and self-care techniques.

**TSOCWF 310 Social Welfare Practice I: Individuals and Families (5) I&S**

Introduces fundamental social work practice principles and skills. Examines the National Association of Social Work (NASW) ethical code, multicultural responsiveness, and leading social work practice frameworks. Develops practice skills with individuals and families. Applies concrete skill development with focus on engagement, assessment, planning, contracting, intervention, termination, and introductory practice evaluation. Offered: A.

**TSOCWF 311 Social Welfare Practice II: Groups (3)**

Focuses on developing students' knowledge of different approaches to social group work practice. Examines the ways in which specialized knowledge of clients' life conditions, life circumstances, and significant life-events inform social work practice

**TSOCWF 312 Social Welfare Practice III: Organizations and Communities (5)**

Focuses on social work practice with organizations and communities. Examines fundamental mezzo/macro concepts, principles, and skills including practice models; evidence-based practice; worker roles and functions; values and ethics; and cultural sensitivity. Prerequisite: TSOCWF 311.

**TSOCWF 320 Social Welfare: Contemporary Approaches (5) I&S**

Current Policy and program developments in the social welfare field. Topics include income maintenance proposals, the emergence of programs to treat specific social dysfunctioning (mental health services) and the growth of a service-oriented society. Required for social welfare majors. Open to non-majors. Offered: W.

**TSOCWF 350 Biopsychosocial Human Services (5) I&S/NW**

Examination of human life contextualized through the social environment from a biopsychosocial perspective. Emphasizes body systems, individual development, and functioning. Coverage of relevant theoretical frameworks commonly used in human services linking biological, psychological, and sociological principles with client issues in social and community contexts.

**TSOCWF 351 Applied Statistics for Social and Human Services (5) NW, QSR**

Applies statistical methods for use in social and human services. Examines purpose and use of social statistics to include analyzing the relationships between variables as a tool for conducting research; central tendencies and dispersion; probability; descriptive statistics, statistical inference and hypothesis testing; and bivariate analysis.

**TSOCWF 353 Mental Illness and Recovery (5) I&S**

Provides an overview of persistent and disabling mental illness among adults. Combines classroom and experimental learning. Students learn directly from service providers and consumers the challenges of living with serious mental illness and within health and social welfare system constraints. Offered: AWSpS.

**TSOCWF 354 Sexual Orientation and Gender Identity (5) I&S**

Focuses on legal and sociopolitical topics related to sexual orientation and gender identity using social justice and empowerment perspectives. Emphasizes the framing of these topics at the local, national, and global level, and the intersectionality of sexual and gender identity with other aspects of human diversity. Offered: Sp.

**TSOCWF 355 HIV/AIDS: Global and National Issues (5) I&S**

Examines historical and contemporary issues related to HIV/AIDS from local, national, and global perspectives. Focuses on HIV/AIDS among vulnerable populations worldwide, prevention efforts, the history of the pandemic, treatment protocols and advances, and psychological impacts on both infected and affected individuals.



**TSOCWF 356 Disabilities: Individual and Community Perspectives (5) I&S**

Provides an overview of the historical and theoretical context of disability practice and research. Introduces students to the relevance and implications of disability across the lifespan from the perspective of the individual and other family members. Critically analyzes disability and disability activism across different systems.

**TSOCWF 361 Mental Health, Substance Use and the Criminal Justice System (5) I&S**

Examines the intersection of mental health, substance use, and the criminal justice system. Focuses on the interaction of mental health and criminal justice practice. Explores the prevalence of mental health and substance use and best practices for treatment. Offered: jointly with T CRIM 361.

**TSOCWF 363 The Criminalization of Immigration (5) I&S, DIV**

Examines the criminalization of immigration in the United States and globally and the ways in which social institutions have implemented immigration policies. Analyzes the unintended consequences of criminalizing policies and practices. Explores psychosocial effects on the lives of diverse immigrants, their families, and ethnic minority communities. Offered: jointly with T CRIM 363.

**TSOCWF 374 Human Trafficking (5) I&S**

Examines domestic and international human trafficking, recruitment, and control methodologies. Considers labor and sexual exploitation and examines existing laws and services to combat trafficking. Analyzes the role of demand in perpetuating trafficking and the victims' trauma. Applies best practice solutions. Offered: jointly with T CRIM 374.

**TSOCWF 390 Introduction to Social Welfare Research (5) QSR**

Introduces the logic of the scientific method as applied to social work and social welfare practice, to the design and conduct of a research study, and to data collection and summarization. Skill development in critical consumption of social welfare research. Prerequisite: minimum grade of 2.0 in either QMETH 201, SOC 221, STAT 311, TSOCWF 351, TMATH 110, T HLTH 305, or T URB 225.

**TSOCWF 402 Human Behavior and the Social Environment I (5) I&S**

Focuses on person-in-the environment for individuals and family development across the lifespan. Utilizes developmental and social systems perspectives in seeking to understand and influence human behavior across diverse backgrounds. Addresses dynamics and processes of families, small groups, organizations, and community systems. Required for Social Welfare majors. Offered: A.

**TSOCWF 404 Cultural Diversity and Social Justice (5) I&S, DIV**

History and culture of disadvantaged and oppressed groups served by social welfare generalist practitioners. Offered: Sp.

**TSOCWF 405 Field Seminar I (3)**

Analyzes field experiences through the lens of social welfare coursework. Examines the impact of systems on client or agency capacity. Engages in skills practice, self-reflection, and group consultation to further development as generalist social workers. Prerequisite: TSOCWF 311. Offered: AWSp.

**TSOCWF 406 Field Seminar II (3)**

Applies social work theories and practice behaviors to scenarios based on content from their placement agencies. Responds when ethics and the law are in conflict. Facilitates therapeutic closure to support transitions at the placement agency. Identifies competencies achieved and interest areas for lifelong education.

**TSOCWF 409 Readings in Social Welfare (1-5, max. 15)**

Students work individually with a faculty member on a program of study in some designated, substantive area of relevance to social work. May include areas not addressed in the regular curriculum, or more in-depth work in areas of interest. Offered: AWSpS.

**TSOCWF 414 Introduction to Field (1)**

Engages in collaborative activities to identify areas of interest, analyzes current skills and completes online, in-class and off-campus activities to solidify professional social work field placement. Communicates professional expectations and creates learning contract to guide placement activities. Achieves CSWE required competencies. Credit/no-credit only.

**TSOCWF 415 Practicum (3/4, max. 11)**

Engages students in generalist social work practice activities at approved social service agencies under the supervision of designated agency personnel. Emphasizes developing breadth of knowledge, perspectives and skills needed for practice with individuals (micro level), families and/or groups (mezzo level), and organizations and/or communities (macro level). Prerequisite: TSOCWF 414. Credit/no-credit only. Offered: AWSp.

**TSOCWF 420 Interpersonal Violence and Society (5) I&S**

Explores interpersonal violence from both sociological and psychological frameworks. Enhances one's understanding of the nature, dynamics and effects of interpersonal violence, and the threads that connect personal and community violence. Evaluates how best to prevent and decrease the amount of violence in society. Open to non-majors.

**TSOCWF 421 Cross-Cultural Grieving (5) I&S**

Examines spiritual, psychosocial, physical, and behavioral impacts of major loss on persons, families, and communities as it occurs in diverse North American ethnic and cultural communities. Exploration of death, dying, major family separations, divorce, refugee/immigration changes as it related to grief, loss, and mourning.

**TSOCWF 422 Aging in American Society (5) I&S**

Covers physical and psychological processes of aging. Includes social aspects of aging related to family roles, cultural, social support, and use of health and social services. Reviews home and community based services and how those services may need to change in the twenty-first century.

**TSOCWF 425 Comparative Social Policy (5) I&S**

Explores current social policy issues in the United States, Canada, and Nordic countries from a comparative perspective. Examines history and political structures that influences implementation of social policies. Offered: jointly with TPOL S 425.

**TSOCWF 427 Disproportionality Across Systems (5) I&S**

Examines disproportionate representation of people of color in the child welfare, criminal justice, economic, education, health, juvenile justice, and mental health systems. Focuses on how each of these systems interacts with the criminal justice system where disproportionality is a particularly serious problem. Offered: jointly with T CRIM 427.

**TSOCWF 428 Policy and Practice with Sexual Offenders (5) I&S**

Develops understanding of sex crimes and the people who commit them. Addresses the theoretical explanations of, and policies regarding treatment for offenders. Analyzes laws related to sex offenders, their constitutional legitimacy, and the difficulty in balancing offender and community rights. Offered: jointly with T CRIM 428.

**TSOCWF 430 Children of Incarcerated Parents (5) I&S**

Examines the impact of parental incarceration on the psychological, social, physical, and biological development of children. Focuses on issues of loss, trauma, attachment, and ways to address such issues. Offered: jointly with T CRIM 430.

**TSOCWF 433 Crisis and Trauma Interventions with Crime Victims (5) I&S**

Provides an overview of victimology and teaches practice skills for working with victims of crime and their families. Examines the efficacy and application of interventions that try to alleviate the impact of crime on victims, facilitate victims' mental health recovery, and assist in system navigation. Offered: jointly with T CRIM 433.

**TSOCWF 436 Contemporary Social Work in Criminal Justice Settings (5) I&S**

Focuses on social work practice with justice-involved individuals in criminal justice settings including juvenile justice, specialty courts, community corrections, jail and prison. Describes social work roles at multiple levels and examines contemporary issues that impact social work practice. Explores promising social work interventions and what is needed for effective practice. Offered: jointly with T CRIM 436.

**TSOCWF 490 Research in Social Welfare (1-3, max. 10)**

Individual work with faculty member to assist with current research project(s). Training and supervision in some or all of the following research tasks: literature review, data analysis, record-keeping, interviewing, report writing, data entry and coding, data collection, and other tasks commonly found in research problems in social welfare.

**Social Work****T SOCW 501 Social Policy and Economic Security (3)**

Presents students with the intellectual, historical, and ethical foundations of the social work profession. Provides a critical analysis of poverty and inequality in the U.S., with a focus on describing existing policies and programs and advocating for policy change to address these issues.

**T SOCW 502 Human Behavior and the Social Environment I (3)**

Focuses on the person-in-situation. Explores developmental stages across diverse backgrounds, how to understand and influence human behavior through developmental and social system perspectives, dynamics and processes of small group, family, organization and community systems from a social system perspective as socializing forces and as targets of change, and examines implications for social

work practice, especially the assessment process.

**T SOCW 503 Human Behavior and the Social Environment II (3)**

T SOCW 502 continuation. Focuses on the person-in-situation. Explores developmental stages across diverse backgrounds, how to understand and influence human behavior through developmental and social system perspectives, dynamics and processes of small group, family, organization and community systems from a social system perspective as socializing forces and as targets of change. Examines implications for social work practice and assessment. Prerequisite: min 2.7 in T SOCW 502.

**T SOCW 504 Cultural Diversity and Societal Justice (3)**

Examines the conceptual, theoretical, and empirical knowledge base related to difference, disadvantage, oppression, social justice, and empowerment. Gains skills in working with people using cultural humility, linguistic competence, and intersectionality, as framework for understanding the complexity of people experiencing marginalization. Credit/no-credit only.

**T SOCW 505 Introduction to Social Welfare Research (3)**

Overview of research processes and methods in social work in order to interpret and perform practice-based research. Introduction to the principles and skills needed to evaluate one's own practice. Emphasizes critical understanding of the empirical literature; the development of useful and appropriate questions about social work practice, strategies and techniques for conducting practice research, and applying research findings to practice.

**T SOCW 510 Social Work Practice I - Introduction to Social Work Practice (3)**

Practices foundation skills in relationship building, interviewing, assessment and intervention while learning how to complete assessments for a range of practice settings and utilizing a variety of theoretical perspectives.

**T SOCW 511 Social Work Practice II - Intermediate Direct Service Practice (3)**

Foundation knowledge and skills for direct practice with individuals, families, and groups. Covers assessment, development of treatment plans based on theory and assessment information, goal-setting skills, and selection of appropriate interventions. Prerequisite: min 2.7 in T SOCW 510. Offered: A.

**T SOCW 512 Practice III: Community and Organizational Practice (3)**

Prepares students for generalist macro social work practice. Focuses on effective work in political, organizational, and community social service settings. Prerequisite: min 2.7 in T SOCW 511.

**T SOCW 514 Social Work Practice V - Foundation Practice Skills (3)**

Practice skills at the micro, meso, or macro levels.

**T SOCW 524 The Professional Foundation Practicum (1-3, max. 10)**

Builds skills at the micro, mezzo, and macro levels of practice, based on classroom content, Council on Social Work education competencies, and program objectives. Develops students' social work knowledge and professional identity under supervision of an experienced professional at an approved practicum site. Integrates theory with real-world practice. Credit/no-credit only.

**T SOCW 525 Advanced Concentration Practicum (3-5, max. 17)**

Builds on previous field work in the context of practice in an area of concentration. Develops advanced, integrative social work knowledge and skills under supervision of an experienced professional at an approved practicum site. Achieves capacity for autonomous practice. Credit/no-credit only.

**T SOCW 531 Advanced Integrative Policy and Advocacy (3)**

Examines current policy issues related to families; applied theoretical framework to selected policies and considers the political nature of policy choices. Evaluates the potential for system reform at both state and national levels, as well as local communities and agencies. Enhances advocacy skills for policy change to achieve social justice.

**T SOCW 532 Advanced Integrative Practice I (3)**

Focuses on the assumption of leadership roles in the design, implementation, and evaluation of research-informed intervention programs at the micro, mezzo, and macro levels of practice.

**T SOCW 533 Advanced Integrative Practice II (3)**

Focuses on the ethics, values, critical thinking, and program development skills needed to accomplish the intervention program research in TSOC W 532. Prerequisite: min 2.7 in T SOCW 532.

**T SOCW 535 Research for Advanced Integrative Practice (3)**

Focuses on data collection, management, analysis, the write up of research results, and appropriate dissemination of findings. Prerequisite: Either minimum grade of 2.7 in T SOCW 505, or minimum grade of 2.7 in T SOCW 597

**T SOCW 540 Professional Practice in Public Child Welfare (3)**

Focuses on ethical and equitable practice strategies in public child welfare through the lens of safety, permanency and well-being. Examines state-specific and federal mandates throughout history, and reflects on persistent issues that prompt changes in service delivery.

**T SOCW 541 Adult and Adolescent Interpersonal Violence and Treatment (3)**

Focuses on theoretical frameworks of interpersonal violence and treatment approaches for both survivors and perpetrators of such violence. Includes examination of domestic violence, sexual violence, and the impact of violence on children.

**T SOCW 542 Social Work in Schools (3)**

Meets professional standards for Washington State Educational Staff Associate certification, Explores social work role within organizational and legal contexts of school systems. Addresses evidence-informed and multi-level social work practice relative to national, state and local trends in education. Examines school reform, truancy, homelessness, diversity, violence, student support and special education.

**T SOCW 543 Supervision and Leadership in Social Work (3)**

Focuses on the social worker as supervisor and leader, both in agencies and in the profession. Examines specific models of supervision and leadership, with emphasis on the values and ethics of the profession in the context of leadership.

**T SOCW 544 Gerontological Social Work: Health and Mental Health in Older Adults (3)**

Examines psychosocial aspects of common age-related problems using an empowerment perspective. Emphasizes the development of skills for assessing the needs of older adults and providing services directly to those individuals. Includes content on end-of-life issues and social work practice.

**T SOCW 545 Group Interventions in Social Work Practice (3)**

Focuses on the theory and practice of group social work intervention. Emphasizes beginning, middle, and end stages of group intervention as well as specific skills building for a variety of group types, including support, psychoeducational, and process-oriented.

**T SOCW 546 Multicultural Theory and Social Work Practice (3)**

Emphasizes the multicultural nature of society and the development of social work skills to work with oppressed populations. Focuses on the intersectionality of oppression and means of intervening on behalf of and in conjunction with vulnerable populations.

**T SOCW 547 Chemical Dependency: Drug Affects, Assessment, and Treatment Referral Issues (3)**

Focuses on the impact of chemical dependency on individuals, including specific reactions to various substance. Examines social work assessment techniques and treatment referral options for chemically addicted clients.

**T SOCW 548 Spirituality and Social Work Practice (3)**

Focuses on the spiritual component of a holistic assessment of client systems. Emphasizes development of spirituality-sensitive practice skills and practitioner self-awareness. In-depth examination of faith practices and beliefs, including theistic, nontheistic, and animistic traditions.

**T SOCW 549 Crisis Intervention in Mental Health (3)**

Focuses on the nature, causes, and differences between psychological crisis and psychological emergencies. In-depth examination of the cognitive, relational, and risk management skills used during crisis interventions across a variety of treatment settings. Emphasizes development of intervention skills.

**T SOCW 550 Social Work in Health Care (3)**

Focuses on skill-building for social work practice in medical settings, including hospitals, clinics, home health programs, and other agencies. Also examines the impact of social policy on access to health care and social work service provision.

**T SOCW 551 Social Work with Military Personnel and Veterans (3)**

Focuses on social work practice in military-related settings, including active duty personnel and veterans. Pays special attention to military culture and systems, military families, and the special needs of soldiers returning from combat.

**T SOCW 552 American Indian Child Welfare (3)**

Examines the Indian Child Welfare Act (ICWA) of 1978. Identifies best practices for working with American Indian and Alaska Native children and families. Explores major issues of ICWA, its rationale, implementation, case analysis, and non-compliance consequences. Develops understanding of advanced social work practice skills and knowledge of ICWA.

**T SOCW 553 Critical Disability Frameworks for Social Work Practice and Policy (3)**

Provides an overview of the historical and theoretical context of ability/disability. Critically analyzes policies and practices across the lifespan and across service systems related to ability/disability with attention to disability activism. Identifies needs and strengths of various disability groups. Develops anti-oppressive practice models.

**T SOCW 554 Cognitive Behavioral Therapy for Advanced Social Work Practice (3)**

Focuses on the theory, empirical base and practice of cognitive behavior therapy as a tool for advanced social work practice. Emphasizes the development of practitioner skills toward clinical practice.

**T SOCW 590 Independent Research in Social Work (3, max. 6)**

Advancing research skills through training and development in some or all of the following research tasks: literature review, interviewing, data entry and coding, data collection, data analysis, and other tasks commonly found when conducting research in social work.

**T SOCW 597 Social Welfare Research (2)**

Provides supervision for the research project development and a structured environment to hone previously learned research methods and content.

**T SOCW 598 Advanced Standing Integrative Seminar (5)**

Integrates the domains of social work practice, research, policy, cultural diversity, and human behavior and the social environment.

**T SOCW 599 Readings in Social Work (1-5, max. 5)**

Student-originated, individually contracted projects on topics of interest in social welfare/social work not covered by other Social Work program offerings. Credit/no-credit only.

# **Undergraduate Education**

The Office of Undergraduate Education offers undergraduate students the opportunity to discover their intellectual, creative and professional passions by introducing them to many interconnected areas of knowledge. Through the services we offer such as student testing the Freshman Core, the Summer Bridge Program, the quarterly Student Showcases, Undergraduate Majors Fair and other events, our office strives to provide students with a comprehensive four-year undergraduate experience.

## **Undergraduate Education Initiatives**

### **Core Learning Community**

The Core Learning Community introduces first-year students to the excitement and challenges of post-secondary education through a series of theme-based courses organized around the Core "Areas of Knowledge": academic writing (C), the sciences (NW), the social sciences (I&S), and the humanities (VLPA).

Throughout their Core experience, students will work collaboratively with their peers and UW Tacoma faculty while gaining familiarity with the skills required to succeed across the curriculum. In pursuit of this goal, all Core courses are designed to cultivate and refine our campus-wide learning goals, which include communication and self-expression; civic engagement; critical inquiry; global understanding; cultural competence; and problem solving.

### **Summer Bridge Program**

Summer Bridge provides incoming freshmen with tools for success as they navigate a new academic environment and face the personal and intellectual challenges of being a first-year student.

### **Undergraduate Student Showcase**

Each quarter, OUE sponsors a student showcases that provides undergraduate students an opportunity to present their quarterly projects to the UW Tacoma campus community. It also provides an open forum for students to discuss their work and connect with faculty and peers from across the curriculum.

### **Testing**

The Office of Undergraduate Education provides Math placement, Spanish Proficiency testing and makeup tests for individual students upon faculty requests.

### **Undergraduate Education Academic Council**

The Undergraduate Education Academic Council (UEAC) oversees curriculum issues pertaining to undergraduate education and plays an important role in elevating the profile and quality of the undergraduate academic experience at UW Tacoma.



## **Learning Community**

Core courses are designed to prepare first-year students for success both in college and beyond. The challenges we face today are complex, and they require educated citizens capable of understanding issues from multiple perspectives. Consequently, many Core courses adopt an interdisciplinary approach to their particular field of study.

In their first year, Core students meet many of their general education graduation requirements in classes with a student-to-faculty ratio of 25 to 1. Discussion, lectures, reading, writing, and project assignments are designed to broaden students' perspectives--not only about what they are studying, but also about how what they are learning resonates within the world in which they live.

Having sampled the scope of UW Tacoma's curricular offerings through their Core experience, first-year students are better prepared to select courses each quarter from a range of electives that will allow them to explore and prepare for potential majors.

## **Learning Objectives**

While the faculty that teach Core curriculum courses come from a variety of academic programs on campus, they teach to a common set of student learning objectives with a developmental approach that emphasizes the foundational skills necessary to succeed in college courses. Faculty collaborate in the Core Learning Community to design and teach classes that build on these objectives while introducing students to academic writing, the sciences, the social sciences, and the humanities.

As the foundation of a student's academic career at UW Tacoma, Core strives to foster the following learning objectives:

### **Inquiry and Critical Thinking**

- Inquiry and problem solving: collect, evaluate, and analyze information and resources to solve problems or answer questions.
- Research methods & application: approach complex issues by taking a large question and breaking it down into manageable pieces.
- Synthesis & context: make meaningful connections among assignments and readings in order to develop a sense of the 'big picture.'

### **Communication/Self-Expression**

- Argumentation: formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- Analysis: identify, analyze, and summarize/represent the key elements of a text.
- Disciplinary awareness: enter/place themselves into an existing dialogue (intellectual, political, etc.).
- Expression of ideas: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

## **Global Perspective/Diversity/Civic Engagement**

- Disciplinary perspective: understand events and processes as 'disciplinarily' situated.
- Global perspective: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
- Diversity: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.
- Civic engagement: interact with concepts, ideas, and processes related to civic engagement.

## **Quantitative Literacy**

- Use quantitative evidence (including statistics, graphs, etc.) in support of an argument.
- Analyze and evaluate a chart or graph and interpret it (through discussion, a written assignment, etc.).
- Find quantitative data to support an argument.

## **Sample Course Descriptions**

Below are sample course descriptions. Core courses change based on the faculty teaching each quarter. For information on Core courses currently being offered, check the online [Time Schedule](#).

### **TCORE 101 Introduction to Academic Writing (C)**

#### **Service Learning for Social Justice.**

Students will explore the theme of social justice through service learning. Along with writing on particular topics related to this theme, they will do research about the issue of volunteerism and civic responsibility in conjunction with the particular project they pick, such as working with Habitat for Humanity. The goal of the class is to put academics into action, so that students will understand that what they learn can be applied in the real world.

### **TCORE 102 Introduction to Science (NW)**

#### **Where the Water Meets the Road: Examining the Environmental Impacts of Urbanization on Aquatic Ecosystems.**

How do your actions impact the aquatic organisms living in Puget Sound? As the human population continues to climb, more and more people are migrating to urban areas. This in turn imposes greater stresses on adjacent water bodies and other natural resources. This class seeks to explore the growing urban centers around the world and their associated environmental impacts on neighboring aquatic ecosystems. We will also address practices that promote sustainable living in urban areas.

### **TCORE 103 Introduction to Social Sciences (I&S)**

#### **'I'm Batman': Intersections of Pop Culture and Identity.**

As consumers of popular culture, most of us are guilty of defending our favorite TV shows long after they've been cancelled, arguing about the likability of a hero in a film, or even debating the merit of trash TV. In an era where you can take BuzzFeed quizzes to determine which superhero or cartoon character you most resemble, it is important to question why our relationship with such cultural texts matters. This course will interrogate the relationship between popular culture, representations of identity, and its consumers. We will examine texts ranging from commercials to award-winning television shows in order to question how and why these texts create meaning for viewers. By writing about texts that we may not easily consider "academic," we will practice skills of interpretation and reflection in order to ask "Why do these texts matter to us?"

### **TCORE 104 Introduction to Humanities (VLPA)**

#### **Listening Outside the Box: Concert Music in the 21st Century.**

With only ten weeks to explore the world of "classical music", we will immerse ourselves in a multitude of listening experiences, to include live concert attendance and in-class performances by local musicians. Building on this foundation, we will explore the impact of today's global society on this musical tradition: to what extent have new technologies, increased communication and the ensuing democratization of music impacted the ways in which we relate to "concert music"? Does this music still have relevance in our lives? How have other cultures embraced this tradition, and how has the music of other cultures influenced composition and performance in this genre?

## Course Descriptions

### Core Curriculum

#### **T CORE 100 Introduction to Interdisciplinary Study (2)**

Introduction to interdisciplinarity and to academic problem-solving. Focuses on critical inquiry, collaborative study, peer review, and active learning. Credit/no-credit only. Offered: AWSp.

#### **T CORE 101 Introduction to Academic Writing (5) C**

Introduces principles of argument, critical thinking, and analytical readings, and writing and research skill needed for academic writing. Covers skills for managing the writing process and how to transfer learning to other disciplinary contexts for writing. Linked to another core curriculum course in the humanities, social sciences, or natural sciences. Offered: AWSp.

#### **T CORE 102 Introduction to Science (5) NW**

Introduces students to university work by focusing on a core curriculum theme from multiple and interdisciplinary perspectives. Emphasizes learning in environmental science, including geology, chemistry, biology, oceanography, and ecology. Offered: A.

#### **T CORE 103 Introduction to Social Science (5) I&S**

Introduces students to university work by focusing on a core curriculum theme from multiple and interdisciplinary perspectives. Emphasizes learning in the social sciences, including sociology, anthropology, psychology, politics, and global studies. Offered: A.

#### **T CORE 104 Introduction to Humanities (5) VLPA**

Introduces students to university work by focusing on a core curriculum theme from multiple and interdisciplinary perspectives. Emphasizes learning in the humanities (art, history, literature, philosophy). Includes readings, films, performances, and exhibits. Offered: A.

#### **T CORE 110 Introduction to Educational Equity and College Access (2)**

Focuses on issues of educational inequity and college access. Prepares students to work with youth by critically examining the educational and psychological literature on first-generation college students. Offered: jointly with T UNIV 110; AWSp.

#### **T CORE 112 Introduction to Science (5) NW**

Introduces students to university work by focusing on a core curriculum from multiple and interdisciplinary perspectives. Emphasizes learning in the sciences, including computer science, geology, physics, biology, chemistry, and ecology.

**T CORE 113 Introduction to Social Science (5) I&S**

Introduces students to university work by focusing on a core curriculum from multiple and interdisciplinary perspectives. Emphasizes learning in the social sciences, including political science, economics, social work, business, sociology, geography, and psychology.

**T CORE 114 Introduction to Humanities (5) VLPA**

Introduces students to university work by focusing on a core curriculum theme from multiple and interdisciplinary perspectives. Emphasizes learning in the humanities, including literature, philosophy, film, theatre, music, and art.

**T CORE 122 Introduction to Science (5) NW**

Introduces students to university work by focusing on a core curriculum from multiple and interdisciplinary perspectives. Emphasizes learning in the sciences, including biology, health, computer science, geology, physics, chemistry, and ecology. Offered: Sp.

**T CORE 123 Introduction to Social Science (5) I&S**

Introduces students to university work by focusing on a core curriculum theme from multiple and interdisciplinary perspectives. Emphasizes learning in the social sciences, including psychology, urban studies, geography, sociology, social welfare, and political science. Offered: Sp.

**T CORE 124 Introduction to Humanities (5) VLPA**

Introduces students to university work by focusing on a core curriculum from multiple and interdisciplinary perspectives. Emphasizes learning in the humanities, including literature, music, art, philosophy, and history. Offered: Sp.

**T CORE 133 Many Ways of Knowing: Introduction to Research (5) I&S**

Examines how new knowledge is produced and assessed. Investigates how we know if something is true or accurate. Explores the different pathways of the process of discovery. Teaches students to learn about and try out different ways of creating new knowledge, as well as learn to evaluate existing knowledge.

**University Studies****T UNIV 101 Introduction to Interdisciplinary Study (2)**

Credit/no-credit only.

**T UNIV 110 Introduction to Educational Equity and College Access (2)**

Focuses on issues of educational inequity and college access. Prepares students to work with youth by critically examining the educational and psychological literature on first-generation college students. Offered: jointly with T CORE 110; AWSp.

**T UNIV 200 The Social-Digital: Tools and Activism for the 21st Century (2) *Colleen Carmean***

This course explores technologies of political and social change. The course examines crowd-sourced actions of micro-lending and internet petitions, as well as collectives that operate via the dark web. The student will learn to create online identities as well as articulate the power of social tools for professional good. Offered: AWSp.

**T UNIV 250 Husky Success Quest (2)**

Students discover their talents, define their own unique paths, and learn how to develop and apply their strengths for academic, personal, and career success. Engages in an exploration of purpose and perspective with opportunities to interact with campus and community leaders.

# School of Urban Studies

Founded in 2001, the School of Urban Studies at the University of Washington Tacoma offers three undergraduate degrees (BA in Urban Studies, BA Sustainable Urban Development, and BS in Urban Design), a Certificate in Geographic Information Systems (GIS), Master of Arts in Community Planning, and Master of Science in Geospatial Technologies.

The School of Urban Studies engages students, faculty, and community to advance critical thinking, social justice, and applied research through the transformative power of higher education.

## Vision

A premier Urban Studies program within a leading urban-serving university

## Mission

Teach to engage; research to advance knowledge; act to promote social justice and equitable development

## Educational Emphasis

Urban Studies has built its curriculum around four program goals, which are to:

- Provide students with a broad understanding of the problems and prospects of our metropolitan areas
- Equip students with the knowledge and skills necessary to pursue careers related to the multi-faceted nature of urban studies
- Serve as a resource, through service and research, to communities in the Sound region
- Guide students to effectively analyze the social and cultural worlds that constitute urban environments

## Overall objectives of the program:

- Provide an understanding of the form and function of cities
- Instill an awareness of problems and issues confronting metropolitan areas
- Provide an interdisciplinary curriculum that allows students to understand the complex interrelationships that make up the urban environment and permits them to approach problems from a variety of perspectives
- Equip students with the analytical skills needed to undertake research in an urban milieu

## Learning outcomes:

- Approach urban issues from an interdisciplinary perspective
- Apply analytic and quantitative skills to assess and develop strategies to analyze and resolve urban issues
- Compare and contrast approaches used in designing and undertaking research in urban studies
- Demonstrate effective written and oral communication skills

- Demonstrate appreciation for the diverse nature of urban populations and the social justice issues many of these populations face

## Undergraduate Degrees and Options

The School of Urban Studies offers the following programs of study:

- Bachelor of Arts in Urban Studies with *Formal Options* in:
  - Community Development and Planning (T URB-20-11)
  - GIS & Spatial Planning (T URB-30-11)
  - Global Urbanism (T URB-10-11)
- Bachelor of Arts in Sustainable Urban Development (T SUD)
- Bachelor of Science in Urban Design (T UDE)

## Bachelor of Arts in Sustainable Urban Development

Accomplishing sustainable urban development is a crucial challenge for the twenty-first century. The University of Washington Tacoma is at the forefront of engaging and educating undergraduate students on this topic. The Sustainable Urban Development degree provides students with a critical and rigorous training in ecological, political, economic, and social aspects of urban development processes.

Sustainability is often treated as a synonym for environmentalism...but that is not the whole story. Sustainability is not just about the environment; it is also about social equity and economic prosperity. The Urban Studies faculty members help students learn how cities and urban regions are the key to true sustainability — for the planet and for the people who populate it.

Students will learn how to understand, assess, and manage urban development processes through a carefully designed curriculum that includes urban policy, planning, and environmental science coursework. The degree provides students with a broad but concrete understanding of linkages between urban ecosystems, urban systems (planning, transit, energy, etc.), and the multi-dimensional problems of urbanization, especially as they relate to public policy and urban advocacy.

As one of the first such degrees in the nation, students with a degree in Sustainable Urban Development will be prepared to address recent initiatives that have called for a significant “greening” of urban development, both locally and internationally. Graduates will be prepared for careers in planning agencies, corporations adhering to sustainability practices, consulting firms, nonprofit organizations, and environmental/resource related agencies at the local, state, and federal levels of government. The degree is also excellent training for further graduate study in fields such as urban planning, public administration and law.

## Major Requirements

The Sustainable Urban Development major admits students every quarter except summer. The curriculum consists of 74 credits of required course work:

- Introductory courses (11 credits)
- Core courses (43 credits)
- Core electives (20 credits)

In addition to the core coursework, students are required to complete general university requirements and electives, bringing their total number of credits to 180.

### **Introductory Courses**

- [T URB 101](#) (5 credits)
- [T URB 102](#) (5 credits)
- [T URB 103](#) (1 credit)

### **Core Courses**

#### **Foundation courses (27 credits, all required)**

- [T SUD 222](#) (5 credits)
- [T SUD 240](#) (5 credits)
- [T SUD 444](#) (5 credits)
- [T SUD 445](#) (5 credits)
- [T SUD 475](#) (5 credits)
- [T URB 403](#) (2 credits)

#### **Methods courses (16 credits, all required)**

- [T GIS 311](#) (6 credits)
- [T URB 225](#) or [TMATH 110](#) (or equivalent)
- [T URB 200](#) (5 credits)

### **Major Electives (20 credits)**

Any T SUD or T URB course that is not among the required Introductory or Core Courses may be counted as an elective course toward the SUD major, except that a maximum of 10 credits total of T SUD 494, T SUD 498, T URB 496 and T URB 498 may be counted toward these 20 credits of Major Electives.

In addition, any of the following courses may be counted as Major Elective course toward the SUD major:

- [T UDE 210](#)
- [T UDE 260](#)
- TESC 201
- TEST 332
- T GEOG 101

[View T URB courses and descriptions](#)

[View T SUD courses and descriptions](#)



## **General Electives**

The balance of credits needed to meet University credit requirements are general electives. Students may focus on an in-depth area of study (i.e., a minor or certificate) or explore the liberal arts, business, social work or health-related fields, or may take further TSUD or TURB courses. Transfer credits from other institutions may apply toward general electives. Contact academic advisor for details.

## **Admission Requirements**

Students with a cumulative GPA of 2.0 and at least 40 college-level credits will be considered for admission.

- A cumulative grade point average (GPA) of 2.0 in all college course work. Applicants with a completed application and a minimum GPA of 2.50 will be given priority consideration for admission.
- Fulfillment of General University Requirements.
- Completion of a minimum of 40 transferable college-level credits.

## **How to Apply**

A completed application consists of the following materials:

### **Application**

Transfer students must submit a UW Tacoma application for transfer admission and application fee. Current UW Tacoma students must complete the "Declare/Change Major" form.

### **Transcripts**

An official transcript must be submitted from each college and university attended, even if no credit was earned. Failure to submit a complete set of transcripts may result in denial of admission or dismissal from the university. If you took a world language or intermediate algebra in high school and are using that to fulfill the world language or mathematics requirement, you must submit an official high school transcript as well.

### **Personal Goal Statement**

Submit a personal statement to describe how your personal, professional or educational experiences have shaped your academic, career and/or personal goals. How will a BA in Sustainable Urban Development from UW Tacoma help you attain these goals? This is also where the student should address any weaknesses in their transcripts or explain adversity experienced that affected previous academic performance.

## **Selection Criteria**

Sustainable Urban Development candidates are evaluated on the following criteria:

- Completion of all admission requirements
- Personal goal statement
- Previous academic performance

## Academic Standards/Policies

The following standards apply to all admitted students in the Sustainable Urban Development major. These standards may be in addition to other academic standards at UW Tacoma.

- Students must satisfactorily complete all Sustainable Urban Development major course work by achieving a minimum 2.0 grade point average in each course. If a grade below 2.0 is received, the student must repeat the course. Course credit will only be awarded once and both grades will be computed into the grade point average.
- Upper-division courses completed at other accredited four-year institutions may be applied toward the general elective requirement. Academic advisor can conduct a transcript evaluation upon request.

## Graduation Requirements

To qualify for graduation with a Bachelor of Arts in Sustainable Urban Development from the University of Washington Tacoma, each student must complete the following requirements:

- Satisfy all University and general education requirements to include the following:
  - General Education: No fewer than 40 credits of general education courses, to include a minimum of 10 credits in each of three areas of study: Natural World, Individuals and Society and Visual, Literary and Performing Arts.
  - Writing/Composition: A minimum of 15 credits of writing to include 5 credits of English composition (with a minimum 2.0 grade) and 10 credits of writing-intensive courses.
  - Quantitative/Symbolic: A minimum of 5 credits of Quantitative/Symbolic Reasoning course work.
  - World Languages: College-level study in a single world language either through two sequential years in high school or through the second-quarter level (102) of college coursework prior to applying for graduation.
  - Diversity: A minimum of 3 credits in Diversity coursework; designated courses study diversity in the United States with a focus on the sociocultural, political and economic diversity of human experience and help students develop an understanding of the complexities of living in increasingly diverse and interconnected societies. (*For students admitted as of autumn 2014.*)
- Be a matriculated Sustainable Urban Development major in good academic standing with the University of Washington Tacoma.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Complete a minimum of 180 credits.
- Earn a minimum grade of 2.0 in each required Sustainable Urban Development course
- Earn a cumulative grade point average of at least 2.0 for all coursework.
- Apply for graduation with a program advisor by the deadline posted by the University for the expected quarter of graduation.

## **Bachelor of Science in Urban Design**

### **Program Overview**

The School of Urban Studies has created the first undergraduate urban design degree on the west coast. While architecture focuses on the design of individual buildings, urban design operates on a larger scale – envisioning new ways of designing public spaces like parks, streets, groups of buildings, whole neighborhoods, and entire cities. Urban designers work to make these spaces functional, attractive, and sustainable. Our Urban Design major will prepare students to become proficient in the latest in design software, including SketchUp and Lumion as they create 2D and 3D plans and designs.

Additionally, the BS in Urban Design helps students turn their passions for social change and equity into meaningful urban design solutions producing livable cities and neighborhoods. This degree is designed to incorporate community questions and challenges into studio projects, preparing students for a lifetime of commitment to public engagement.

Through a sequence of studio courses, students apply skills including:

- Computer modeling Design thinking
- Visual communication Public presentation
- Data gathering Visualization
- Community-engaged design processes
- Urban designers focus on place-making

These skills are applied in design studios dedicated to engaging with local and regional urban issues. Courses draw on the teaching resources of UW Tacoma faculty and experienced regional practitioners.

### **Advantages of our program**

- Urban setting
- Small class sizes
- Dedicated studio classrooms
- Close interaction with faculty and staff
- Collaboration with communities and institutions
- Opportunity to work and be trained by practitioners
- Career and graduate school workshops
- Innovative course of study
- Study abroad opportunities
- Scholarship opportunities

### **Admission Requirements**

The School of Urban Studies admits students into the Urban Design major for autumn quarter only, due to the highly sequenced nature of the courses. However, in special circumstances there is an option to be admitted during winter or spring quarter. Contact the Urban Studies advisor for more information. Complete applications received by the priority application date will be assured of a review; complete applications received after the priority application date will be reviewed on a space-available basis.

If you have completed the prerequisites listed below with a cumulative GPA of 2.0 or higher, and have earned at least 40 credits, you can be considered for admission to the Bachelor of Science in Urban Design.

- A cumulative grade point average (GPA) of 2.0 in all college course work. Applicants with a completed application and a minimum GPA of 2.7 will be given priority consideration for admission.
- Three years of high school math through intermediate (second year) algebra or a course in intermediate algebra at the college level
- 5 credits of English composition

## How to Apply

### *If you are a current UW Tacoma student:*

**Step 1:** Declare Urban Design as your major by submitting the [Online Urban Design Application](#). Include a personal statement addressing the following topic:

- Describe how personal, professional or educational experiences have shaped your academic, career and/or personal goals. How will a BS in Urban Design from UW Tacoma help you attain these goals?

Note: Freshman must have at least 40 college-level credits to declare Urban Design as a major. Students interested in this major are encouraged meet with an Urban Design advisor anytime.

**Step 2:** [Meet with the Urban Studies advisor](#) to discuss degree requirements and time to completion. (Optional, highly recommended)

### *If you are not a current UW Tacoma student:*

**Step 1:** Submit an application for admission to UW Tacoma. In your application to UW Tacoma, you will be asked to submit a personal goal statement. Follow the essay prompt in the application, being sure to address how a BS in Urban Design from UW Tacoma will help you attain your goals.

If you are transferring from a community college or another university, complete the [Application for Transfer Admission](#) and select Urban Studies in section 2 under "Program Selector".

If you are a freshman or Running Start student, complete the [Freshman Application](#).

Note: Freshman must have at least 40 college-level credits to declare Urban Design as a major. Students interested in this major are encouraged meet with an Urban Design advisor anytime.

If you were previously enrolled at UW Tacoma, complete the [Returning Student Application](#) in lieu of the Application for Transfer Admission.

If you are an international student, complete the [Application for International Transfer Admission](#). Review the [additional requirements](#) for international students.

**Step 2:** Submit the [Urban Design Online Application](#). Include a personal statement addressing the following topic:

- Describe how personal, professional or educational experiences have shaped your academic, career and/or personal goals. How will a BS in Urban Design from UW Tacoma help you attain these goals?

**Step 3:** [Meet with the Urban Studies advisor](#) to discuss degree requirements and time to completion.  
(Optional, highly recommended)

## Admission Advising

Do you have questions about the major or the application process? Do you want to check the status of an application you have already submitted to UW Tacoma? For answers to these questions and for more information about the program, contact the Urban Studies advisor or make an appointment at [www.meetme.so/urban](http://www.meetme.so/urban).

## Major Requirements:

- Introductory courses (18 credits)
- Urban Design core courses (60 credits)
- Major electives (10 credits)
- General electives. The additional credits needed to meet University credit requirements are general electives. Students may focus on an in-depth area of study (e.g., a minor or a certificate) or explore the liberal arts, social sciences, business, social work or health-related fields.

### Introductory Courses (18 credits)

- T UDE 101 \* (5)
- T URB 101 (5)
- T URB 102 (5)
- T URB 103 (3)

### Urban Design Core Courses (60 credits)

- T UDE 210 \* (5)
- T UDE 260 \* (5)
- T URB 220 (5)
- One of the following two classes (5)
  - T URB 250
  - T URB 312
- T UDE 340 (5)
- T UDE 350 (5)
- T UDE 360 (5)
- T URB 340 (5) (*changed to T UDE 310, effective Summer Quarter 2021*)
- T UDE 440 (5)
- T UDE 450 (5)
- T UDE 460 (5)
- T URB 480 (5)

\*Students transferring to UW Tacoma from other colleges or universities can satisfy course requirements (listed above and marked with an asterisk) by taking an equivalent course in any of the following areas. 300-400 level studio courses cannot be transferred in.

- One Urban Design, Planning, or Architectural History Course,
- One Introduction to Computer Graphics or Computer-Aided Design (knowledge of SketchUp™ is required), and
- One introductory course in design, using computer graphics

## Major Electives

- Choose at least 2 courses in [Sustainable Urban Development](#) (T SUD)

## General Electives

The additional credits needed to meet University credit requirements are general electives. Students may focus on an in-depth area of study (e.g., a minor or a certificate) or explore the liberal arts, social sciences, business, social work or health-related fields.

## Academic Standards/Policies

The following standards apply to all admitted students in the Urban Design major. These standards may be in addition to other academic standards at UW Tacoma.

- Students must satisfactorily complete all required Urban Design (T UDE) studio course work by achieving a minimum 2.7 grade point average in each course. If a grade below 2.7 is received, the student must repeat the course. Course credit will only be awarded once and both grades will be computed into the grade point average.
- Students must satisfactorily complete all other required major course work by achieving a minimum 2.0 grade point average in each required course. If a grade below 2.0 is received, the student must repeat the course. Course credit will only be awarded once and both grades will be computed into the grade point average.
- Upper-division courses completed at other accredited four-year institutions may be applied toward the general elective requirement. Academic advisor can request a transcript evaluation for you.

## Graduation Requirements

To qualify for graduation with a Bachelor of Science in Urban Design from the University of Washington Tacoma, each student must complete the following requirements:

- Satisfy all University and general education requirements to include the following:
  - General Education: No fewer than 40 credits of general education courses, to include a minimum of 10 credits in each of three areas of study: Natural World, Individuals and Society and Visual, Literary and Performing Arts.
  - Writing/Composition: A minimum of 15 credits of writing to include 5 credits of English composition (with a minimum 2.0 grade) and 10 credits of writing-intensive courses.
  - Quantitative/Symbolic: A minimum of 5 credits of Quantitative/Symbolic Reasoning course work.
  - World Languages: College-level study in a single world language either through two sequential years in high school or through the second-quarter level (102) of college coursework prior to applying for graduation.
  - Diversity: A minimum of 3 credits in Diversity coursework; designated courses study diversity in the United States with a focus on the sociocultural, political and economic diversity of human experience and help students develop an understanding of the complexities of living in increasingly diverse and interconnected societies. (*For students admitted as of autumn 2014.*)
- Be a matriculated Urban Studies major in good academic standing with the University of Washington Tacoma.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Complete a minimum of 180 credits.
- Earn a minimum grade of 2.7 in each required Urban Design (T UDE) studio course (T UDE 260, 340, 350, 360, 440, 450, 460) and a 2.0 or higher in all other required major courses. (*effective Spring 2021*)

- Earn a cumulative grade point average of at least 2.0 for all coursework.
- Apply for graduation with a program advisor by the deadline posted by the University for the expected quarter of graduation.

## Bachelor of Arts in Urban Studies

The School of Urban Studies offers a **BACHELOR OF ARTS IN URBAN STUDIES** with *Formal Options* in,

- *Community Development & Planning*
- *GIS & Spatial Planning*
- *Global Urbanism*

The degree starts with an introduction into the discipline of urban studies with course topics on exploring cities, world development, and urban studies "in practice". The formal options deliver focused theory and skill-based courses that teach how to understand and impact the local and global dynamics of urban society. Graduates are prepared for public or private sector jobs in areas such as housing and community development, planning, transportation, government agencies, and social services. The program is also excellent preparation for those interested in graduate study in such fields as community development, public administration, law or urban planning/design.

### Formal Options

**Global Urbanism.** Teaches theories and practices of the process of global urbanism and how flows of people, outcomes, and ideas cut across social, political and spatial divisions. Prepares students to be solution-thinking global citizens who understand urban conditions and processes in various parts of the globe in relation to Tacoma and the South Puget Sound region.

**Community Development and Planning.** Examines the production and development of cities from different community perspectives and teaches how cities are planned and built, and the power dynamics that influence inclusion and exclusion from urban spaces and political processes. Explores new strategies for producing better cities and improving urban conditions.

**Geographic Information Systems (GIS) and Spatial Design.** Prepares students to solve complex social, economic, and environmental problems by combining GIS (geographic information systems) based approaches to mapping and spatial analysis with a classical and theoretically critical foundation in urban planning.

Benefits of the degree program:

- Urban setting
- Small class sizes
- Flexible class offerings
- Close interaction with faculty and staff
- Diverse and growing student body
- Collaboration with communities and institutions
- Career and graduate school workshops
- Interdisciplinary and innovative course of study
- Study abroad opportunities
- Scholarship opportunities

## Major Requirements

The School of Urban Studies admits students every quarter except summer. The curriculum consists of 68 credits of required courses:

- Introductory courses (13 credits)
- Core courses (30 credits)
- Formal option (18-20 credits, depending on option)

In addition to the courses required by the major, students are required to complete general education requirements and electives for a total of 180 credits. Transfer students can bring up to 105 lower-division credits into the program.

### Introductory Courses (11 credits)

- [T URB 101](#)
- [T URB 102](#)
- [T URB 103](#) (1 credit)

### Core Courses (32-33 credits)

Foundational Courses (22 credits, all required)

- [T URB 220](#) (5 credits)
- [T URB 316](#) (5 credits)
- [T URB 345](#) (5 credits)
- [T URB 403](#) (2 credits)
- [T URB 432](#) (5 credits)

### Methods Requirement (10-11 credits)

- [T URB 225](#) (5 credits) or [T GIS 311](#) (6 credits)
- [T URB 200](#) (5 credits)



## Formal Options

Students need to declare one of the following three formal options and complete *four* courses within chosen option.

Global Urbanism (COMPLETE 4 COURSES)	Community Development & Planning (Complete 4 courses)	GIS & Spatial Planning
T URB 210 (5)	T URB 235 (5)	<u>Complete all four</u> T GIS 312 (6) T GIS 313 (3) T GIS 414 (5) T GIS 415 (5)
T URB 250 (5)	T URB 312 (5)	<u>Select two of the four</u> T GIS 350 (5) T GIS 450 (5) T GIS 460 (5) T GIS 470 (5)
T URB 305 (3)	T URB 340 (5)	<u>Select two of the three</u> T URB 322 (5) T URB 325 (3) T URB 480 (5)
T SUD 444 (5)	T URB 480 (5)	
T URB 430 (5)	T SUD 475 (5)	

## General Electives

The balance of credits needed to meet University credit requirements are general electives. Students may focus on an in-depth area of study (i.e., a minor or certificate) or explore the liberal arts, business, social work or health-related fields, or may take further T URB or T SUD courses. Transfer credits from other institutions may apply toward general electives. Contact academic advisor for details.

## **Admission Requirements**

Students with a cumulative GPA of 2.0 and at least 40 college-level credits will be considered for admission.

- A cumulative grade point average (GPA) of 2.0 in all college course work. Applicants with a completed application and a minimum GPA of 2.50 will be given priority consideration for admission.
- Fulfillment of General University Requirements.
- Completion of a minimum of 40 transferable college-level credits.

## **How to Apply**

A completed application consists of the following materials:

### **Application**

Transfer students must submit a UW Tacoma application for transfer admission and application fee. Current UW Tacoma students must complete the “Declare/Change Major” form.

### **Transcripts**

An official transcript must be submitted from each college and university attended, even if no credit was earned. Failure to submit a complete set of transcripts may result in denial of admission or dismissal from the university. If you took a world language or intermediate algebra in high school and are using that to fulfill the world language or mathematics requirement, you must submit an official high school transcript as well.

### **Personal Goal Statement**

Submit a personal statement to describe how your personal, professional or educational experiences have shaped your academic, career and/or personal goals. How will a BA in Urban Studies from UW Tacoma help you attain these goals? This is also where the student should address any weaknesses in their transcripts or explain adversity experienced that affected previous academic performance.

### **Selection Criteria**

Candidates are evaluated on the following criteria:

- Completion of all admission requirements
- Personal goal statement
- Previous academic performance

## Academic Standards/Policies

The following standards apply to all admitted students in the Urban Studies major. These standards may be in addition to other academic standards at UW Tacoma.

- Students must satisfactorily complete all Urban Studies required course work by achieving a minimum 2.0 grade point average in each course. If a grade below 2.0 is received, the student must repeat the course. Course credit will only be awarded once and both grades will be computed into the grade point average.
- Upper-division courses completed at other accredited four-year institutions may be applied toward the general elective requirement. Academic advisor can conduct a transcript evaluation upon request.

## Graduation Requirements

To qualify for graduation with a Bachelor of Arts in Urban Studies from the University of Washington Tacoma, each student must complete the following requirements

- Satisfy all University and general education requirements to include the following:
  - General Education: No fewer than 40 credits of general education courses, to include a minimum of 10 credits in each of three areas of study: Natural World, Individuals and Society and Visual, Literary and Performing Arts.
  - Writing/Composition: A minimum of 15 credits of writing to include 5 credits of English composition (with a minimum 2.0 grade) and 10 credits of writing-intensive courses.
  - Quantitative/Symbolic: A minimum of 5 credits of Quantitative/Symbolic Reasoning course work.
  - World Languages: College-level study in a single world language either through two sequential years in high school or through the second-quarter level (102) of college coursework prior to applying for graduation.
  - Diversity: A minimum of 3 credits in Diversity coursework; designated courses study diversity in the United States with a focus on the sociocultural, political and economic diversity of human experience and help students develop an understanding of the complexities of living in increasingly diverse and interconnected societies. (*For students admitted as of autumn 2014.*)
- Be a matriculated Urban Studies major in good academic standing with the University of Washington Tacoma.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Complete a minimum of 180 credits.
- Earn a minimum grade of 2.0 in each required Urban Studies course.
- Earn a cumulative grade point average of at least 2.0 for all coursework.
- Apply for graduation with a program advisor by the deadline posted by the University for the expected quarter of graduation.

## Minors/Certificates

The Urban Studies program offers the following minors and certificates:

- Minor in Urban Studies
- Minor in Sustainable Urban Development
- Certificate in Geographic Information Systems (GIS)

## Urban Studies Minor

The Minor in Urban Studies offers courses that provide history and approaches to solving urban issues and problems.

### Requirements for the Minor

- The Minor in Urban Studies requires the completion of 29-31 credits.
- All of the courses in the minor must be completed in residence at UW Tacoma.
- No more than 50% (15 credits) can overlap with another major.
- Urban Studies majors cannot earn this minor.
- Courses in the minor may also count, as appropriate, toward foreign language, Q/SR, writing, and Areas of Knowledge requirements, without restriction.
- Students must satisfactorily complete all core & core elective coursework in the Urban Studies minor by achieving a minimum 2.0 grade point average in each required course. If a grade below 2.0 is received, the student may repeat the course. Course credit will only be awarded once, and both grades will be computed into the grade point average.

The minor requires 29-31 credits, with at least 10 credits required to be upper division.

- [T URB 101](#) (5)
- [T URB 102](#) (5)
- [T URB 103](#) (1-2, max. 3); 1 credit required for the minor.
- One upper division course (300 or higher level course) from each of the two tracks:
  1. Global Urbanism (select one course from this list):
    - [T URB 305](#) (3)
    - [T URB 430](#) (5)
    - [T SUD 444](#) (5)
  2. Community Development and Planning (select one course from this list)
    - [T URB 312](#) (5)
    - [T URB 340](#) (5)
    - [T URB 480](#) (5)
    - [T SUD 475](#) (5)
- 10 credits of any other T URB or T SUD course

### Declaring a Minor

Complete the [Request to Declare/Change Major form](#) and submit it to the Urban Studies Program office (PNK 300)

### Graduating with a Minor

When applying for graduation, your academic adviser will list the minor requirements on your graduation application. Upon graduation, the minor will be indicated on your transcript, but it will not appear on your diploma.

## Minor in Sustainable Urban Development

The Sustainable Urban Development (SUD) minor provides an opportunity for students pursuing other majors to complement their learning with concepts and principles valuable in the largely urban world in which they live and vote. These principles include the necessity to consider social justice, environmental, and economic outcomes as parts of the sustainability matrix; the tensions, complementarities, and tradeoffs among these dimensions; and the role that urban/suburban growth and form play in furthering this multi-dimensional concept of sustainability. This background should be attractive and useful for students from many majors, including social sciences, natural sciences, engineering, and the professional fields.

### Requirements

- The Sustainable Urban Development minor requires the completion of 31 credits (listed below).
- All of the courses in the minor must be completed in residence at UW Tacoma.
- No more than 50% (15 credits) can overlap with another major.
- Sustainable Urban Development (SUD) majors cannot earn this minor.
- Courses in the minor may also count, as appropriate, toward foreign language, Q/SR, writing, and Areas of Knowledge requirements, without restriction.
- Students must satisfactorily complete all coursework in the SUD minor by achieving a minimum 2.0 grade point average in each required course. If a grade below 2.0 is received, the student may repeat the course. Course credit will only be awarded once, and both grades will be computed into the grade point average.

### Courses

- [T URB 103](#) (1-2, max. 3); 1 credit required for the minor.
- [T SUD 222](#) (5)
- [T SUD 240](#) (5)
- [T SUD 444](#) (5)
- [T SUD 445](#) (5)
- [T SUD 475](#) (5)
- 5 credits of any other T URB or T SUD course

Total Credits: 31

### Declaring a Minor

Complete the [Request to Declare/Change Major form](#) and submit it to the Urban Studies Program office (PNK 300)

### Graduating with a Minor

When applying for graduation, your academic adviser will list the minor requirements on your graduation application. Upon graduation, the minor will be indicated on your transcript, but it will not appear on your diploma.

## Certificate in Geographic Information Systems

The University of Washington Tacoma offers 5 courses leading to a Certificate in Geographic Information Systems (GIS). The certificate program is a 25-credit curriculum, which begins with T GIS 311, *Maps and GIS*, taken any quarter (autumn, winter, spring, or summer) and serves as a prerequisite for subsequent courses. The remaining four courses are taken over two consecutive quarters (autumn and winter). This program is designed for entry-level and intermediate-level GIS users who lack formal education in geography or GIS.

The Certificate in GIS provides an excellent foundation in the concepts necessary for spatial modeling with a variety of digital data. Students will develop the analytical and practical skills needed for research and employment in GIS. It also provides students with the educational foundation for transfer into a baccalaureate program in related fields of study.

If students want the knowledge and skills to utilize GIS in fields such as urban and regional planning, environmental research, resource management, crime analysis, marketing, real estate, medical research, and various branches of government, this program is for you.

The certificate in GIS provides you with an excellent foundation in the concepts necessary for spatial modeling with a variety of digital data. You will develop the analytical and practical skills needed for research and employment in GIS. The certificate program also provides you with the educational foundation for transfer into a baccalaureate program in related fields of study.

If you want the knowledge and skills to utilize GIS in fields such as urban and regional planning, environmental research, resource management, crime analysis, marketing, real estate, medical research, and various branches of government, this program is for you.

### Program Goals

- Provide students with a practical and theoretical understanding of approaches to spatial analysis
- Introduce students to cartographic techniques that are used to produce maps for a variety of audiences
- Equip students with the technical skills necessary to pursue careers in the geospatial industry
- Serve as a graphics and mapping resource for UW Tacoma faculty
- Assist the local community with spatial analysis and mapping needs

### Upon completion of the program, students will have:

- Demonstrated proficiency in the use of GIS software
- Learned the analytical skills necessary to apply GIS to common social and environmental problems
- Acquired the skills and expertise necessary to design and implement an independent geospatial research project
- Gained the ability to create and present professional-quality graphic representations of social, environmental and economic conditions

## How to Apply

### [Start Application](#)

Admission to the GIS certificate program does not require any prerequisite courses or prior experience in GIS or geography. Admission is competitive and space in the program is limited. Coursework in the program assumes a working knowledge and confidence with computers, office software (such as Microsoft Word and Excel) and internet browsers (such as Mozilla Firefox, Google Chrome, and Internet Explorer).

#### **The GIS application requires:**

- Two professional or academic references (you provide name and contact information only; the faculty will contact your references)
- Short essay on your interest in GIS, what you expect to bring to the program, your career goals and your computer experience
- Your current resume

## Certificate Requirements

The GIS certificate program is a 25-credit curriculum, which begins with T GIS 311, followed by two consecutive quarters (winter, spring). After T GIS 311, the remaining four courses are taken as a cohort in the sequence prescribed below.

### **Any Quarter (autumn, winter, spring, summer)**

- T GIS 311 (6 credits)

### **Autumn Quarter**

- T GIS 312 (6 credits)
- T GIS 313 (3 credits)

### **Winter Quarter**

- T GIS 414 (5 credits)
- T GIS 415 (5 credits)

## Grading

Continuing participation in the GIS Certificate Program hinges on the *successful* completion of all GIS Certificate Program courses. For T GIS 311 students must earn a grade of at least 3.0 in order to proceed to T GIS 312 and T GIS 313 in the winter term. For T GIS 312 and T GIS 313 students must earn a grade of at least 2.5 in order to proceed to T GIS 414 and T GIS 415. In order to be awarded a GIS Certificate, students must successfully complete T GIS 414 and T GIS 415 with a minimum grade of 2.5.

## Graduate Degrees

The School of Urban Studies offers the following program of study:

- Master of Arts in Community Planning
- Master of Science in Geospatial Technologies

### Master of Arts in Community Planning

#### Program Overview

The Master of Arts in Community Planning (MACP) degree program builds on an undergraduate education in urban studies or a related field. MACP graduates will build a portfolio of skills that prepare them to be competent collaborative professionals who work with and empower community constituents, influencing processes of policy formation, resource generation, community change and urban development. Graduates will gain theoretical and hands-on skills to transform passions for social change, equity and justice into professionally- driven actions that build community and create long-term positive change. The program's emphasis on urban social studies, community development, and urban problem solving is a direct expression of the UW Tacoma's mission as a higher education institution to build and enhance authentic connections with its communities. The MACP is a two-year, 60 credit program designed to support a cohort of up to 20 students per year. Admission is for autumn quarter only. Courses can be taken on a full-time basis (10 credits/quarter) and a part-time option is available.

#### Skills Developed

- Qualitative and quantitative analytical skills
- Asset mapping
- Persuasive argument and critique
- Development finance and budgeting
- Collaboration with NGOs
- Communications planning and design
- Conflict management
- Cost-benefit analysis
- Design and facilitation of public meetings
- Graphic communication
- Project management
- Professional writing skills
- Strategic planning and prioritization
- Succinct and effective public messaging

#### Learning Outcomes

1. Understand the structural forms of socio-spatial power that produce inequitable patterns in metropolitan development; understand the history of social movements (including current community organizing models) that challenge the status quo
2. Be capable of interpreting and organizing a theoretically informed policy position, including efficient and accurate practices of reading, summarizing, sourcing and citing examples from other locations including, failed solutions and/or peer-reviewed research



3. Develop and experience practices of policy analysis, project management and community engagement, using interpretive, relational and positivist methods
4. Be comfortable accessing, collecting, organizing, and analyzing primary and secondary data sources to create findings relevant for quantitative and qualitative evaluation, narrative development, and the creation of "findings" and contextual landscape analyses
5. Become proficient at succinct, research-based, effective, professional forms of planning communication in a variety of genres appropriate for broad audiences and targeted communities
6. Be able to carry out stages of analysis and action in a community-based process of policy advocacy, inclusive planning and/or institutional change through a variety of methods and tool development including advocacy documentation and community organizing

## Admission Requirements

- A baccalaureate degree from a regionally accredited college or university in the U.S. or its equivalent from a foreign institution
- An overall grade-point average of 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits.
- Admission into this program does not require a Graduate Record Exam (GRE)

Application package will include:

- UW Graduate School Application
- Two letters of recommendation
- Statement of purpose: Two pages, double-spaced maximum. In the statement of purpose, specifically address the following question: What is the urban issue that motivates you to pursue the Master of Arts in Community Planning degree at UW Tacoma?
- Résumé/CV
- Unofficial transcripts from any institution where a degree was obtained to include 90 graded quarter or 60 graded semester credits. Transcripts with post-degree credits may also be submitted. If admitted, an official baccalaureate transcript will be requested by the Graduate School.
- Applicants holding Permanent Residence Status and an international baccalaureate degree (or higher) must submit scores for the TOEFL exam. Minimum scores are 580 (paper-based), 237 (computerized TOEFLC), 92 (Internet-based TOEFLIBT). See UW Graduate School Memo #8 for details related to English proficiency.
- Applicants with transcripts in a language other than English must apply by January 15 (or priority deadline, if earlier) for autumn quarter admissions to allow extra time for transcript evaluation. These transcripts must be accompanied by an English translation when submitted.

## Admission Process

Applicants must simultaneously be admitted to UW Tacoma Master of Arts in Community Planning and to the Graduate School of the University of Washington. Application information is available on the Master of Arts in Community Planning website at <http://www.tacoma.uw.edu/urban-studies/master-arts-community-planning>. Applications must be submitted in time to meet the Master of Arts in Community Planning deadline listed on the website, as this supersedes the Graduate School admissions deadline. The Master of Arts in Community Planning program admits students for autumn quarter only. Admission is competitive.

## **Academic Standards/Policies**

Each student is required to maintain satisfactory progress meeting the Graduate School and School of Urban Studies standards relative to scholarship and performance in pursuit of the master's degree, including each of the following:

- Maintain a cumulative 3.0 GPA
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in each required course
- Make adequate progress with practicum project as determined by the faculty advisor or committee chair.

## **Apply to Graduate**

Graduation is not automatic. In order to officially graduate and receive your diploma you must submit a graduation application. If desired students may request a meeting with a faculty advisor to discuss future goals or meet with the program advisor to discuss the graduation application process and/or complete the application on site.

All students must apply for graduation on time by the seventh week of their last quarter. Students must be enrolled for at least 2 credits the quarter they intend to graduate. Consult with the program advisor regarding procedures.

## **Graduation Requirements**

The minimum requirements for graduation with the Master of Arts in Community Planning degree from the University of Washington Tacoma are:

TCMP 521 (5)  
TCMP 525 (5)  
TCMP 546 (5)  
TCMP 554 (5)  
TCMP 557 (5)  
TCMP 566 (5)  
TCMP 573 (5)  
TCMP 571 (5)  
TCMP 572 (5)  
TCMP 582 (5)  
TCMP 590 (5)  
TCMP 591 (5)

This is a non-thesis MA program. The culminating project for the degree is a two-term guided exercise in conceptual study, strategic intervention, and engagement with communities on a specific community-driven issue or policy problem. This practicum experience integrates skills in structural analysis and change agency that are developed throughout the program.

Total Credits 60

- Along with UW Graduate School requirements, all courses taken to complete the 60 credits must receive a passing grade (2.7 or higher).
- A minimum 3.0 cumulative GPA is required.
- All courses are graded on a 4.0 scale. No courses can be graded on a S/NS or C/NC basis.

## **Master of Science in Geospatial Technologies**

The School of Urban Studies offers a Master of Science (MS) in Geospatial Technologies. Admission to this program is for autumn quarter only. The degree will provide advanced training in Geographic Information Systems (GIS), including mobile and web-based GIS. Students will be trained in the use and application of geospatial hardware, software, and data in urban and environmental planning scenarios. It will also prepare students to become leaders in the management and utilization of geospatial technologies within the job market — public, private and not-for-profit sectors.

Graduates of this program will be able to engage in the development and deployment of location-based mobile applications and management of web-based geospatial data. While technical in design, this program will maintain a theoretical/critical focus on the application of these technologies to urban and environmental issues.

### **Student Learning Outcomes**

- Understand the increasingly central role that geospatial technologies play in the governance of contemporary lived and environmental spaces.
- Be proficient in the automation and customization of geospatial technologies such as GIS, web-based data services, locative mobile devices, and mobile and handheld geospatial sensors.
- Recognize appropriate uses and limitation of geospatial technologies in urban and environmental planning scenarios.
- Be equipped to carry out an independent geospatial project through all stages of conceptualization, planning, design, and implementation.
- Be familiar with geo-visualization and representation of modeling results.

### **Admission Requirements**

- A baccalaureate degree from an accredited institution.
- An overall grade-point average of 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits.
- Completion of a one-year GIS certification program or one-year experience working with GIS is a prerequisite to pursue graduate study. Equivalent coursework or experience will be considered upon request.
- Two letters of recommendation.
- Personal statement: submit a 500-1000 word essay addressing the following three items:
  1. Why have you chosen to pursue a Master of Science in Geospatial Technologies at the University of Washington Tacoma?
  2. How would a Master of Science at the University of Washington Tacoma contribute to your career goals?
  3. How does your experience and education qualify you to meet the prerequisites for this Master of Science Degree?
- Current résumé/CV.
- Unofficial transcripts from any institution where a degree was obtained to include 90 graded quarter or 60 graded semester credits. Transcripts with post-degree credits may also be submitted. If admitted, an official baccalaureate transcript will be requested by the Graduate School.

- Applicants holding Permanent Residence Status and an international baccalaureate degree (or higher) must submit scores for the TOEFL exam. Minimum scores are 580 (paper-based), 237 (computerized TOEFLC), 92 (Internet-based TOEFLIBT). See UW Graduate School Memo #8 for details related to English proficiency.
- Applicants with transcripts in a language other than English must apply by March 15 (or priority deadline, if earlier) for autumn quarter admissions to allow extra time for transcript evaluation. These transcripts must be accompanied by an English translation when submitted.

## **Prerequisites**

In addition to a four-year baccalaureate degree from an accredited institution, completion of a one-year GIS certification program or one year experience working with GIS is a prerequisite to pursue graduate study. Equivalent coursework or experience will be considered upon request. Students currently enrolled in the UW Tacoma Urban Studies GIS Certificate Program may apply, but all prerequisites must be completed before the start of the program.

## **Admission Process**

Applicants must simultaneously be admitted to the UW Tacoma MS in Geospatial Technologies program and to the Graduate School of the University of Washington. Application information is available on program website at <http://www.tacoma.uw.edu/urban-studies/ms-program-overview>. Applications must be submitted in time to meet the Master of Science in Geospatial Technologies deadline listed on the website, as this supersedes the Graduate School admissions deadline. The Master of Science in Geospatial Technologies program admits students for autumn quarter only. Admission is competitive.

## **Academic Standards/Policies**

Each student is required to maintain satisfactory progress meeting the Graduate School and the School of Urban Studies standards relative to scholarship and performance in pursuit of the master's degree, including each of the following:

- Maintain a cumulative 3.0 GPA
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in each required course
- Make adequate progress with practicum project as determined by the faculty advisor or committee chair.

## **Graduation Requirements**

The minimum requirements for graduation with the Master of Science in Geospatial Technologies degree from the University of Washington Tacoma are:

T GIS 501 (5)  
 T GIS 502 (5)  
 T GIS 503 (5)  
 T GIS 504 (5)  
 T GIS 505 (5)  
 T GIS 506 (5)  
 T GIS 507 (5)

T GIS 508 (5)  
Total Credits 40

- Along with UW Graduate School requirements, all courses taken to complete the 40 credits must receive a passing grade (2.7 or higher).
- A minimum 3.0 cumulative GPA is required.
- All courses are graded on a 4.0 scale. No courses can be graded on an S/NS or C/NC basis.

## Course Descriptions

### Community Planning

#### **TCMP 521 Planning Theory and Practice (5)**

Explores how community planners and other actors engage theories of planning procedures and preferred urban forms to guide urban development and social change. Considers how leading scholars in the field have theorized the potential and challenges of planning.

#### **TCMP 525 Property and Capital (5)**

Focuses on low-income, mixed-income, and affordable housing policies in the U.S. Learn about public and private finance mechanisms for the development and capitalization of these housing products.

#### **TCMP 546 Strategic Influence (5)**

Provides conceptual framework and practical skills for understanding/analyzing the potential of strategic thinking to inform and engage community, and to assess public will -- exposing students to divergent/convergent thinking; analysis of diverse perspectives of the same issue; and the role of communication in information gathering; community engagement; and social documentation.

#### **TCMP 554 Community Development (5)**

Examines academic, policy, and practice dimensions of community development; and foregrounds resident-centered sustainable and equitable development strategies. Students gain skills to integrate and synthesize multiple perspectives into coherent, unified vision; as well as specific practices they can employ to make communities better places to live, work, and raise families.

#### **TCMP 557 Urban Spatial Design (5)**

Introduces students to the social dimensions of place-making through design in a studio style course. Develop a facility for creating and managing community-engaged that lead to publicly informed urban design projects.

#### **TCMP 566 Analyzing Community (5)**

Asks students to think critically about the way we imagine and construct "community" and "communities" - ideas that are often naturalized and romanticized in social movement literature. Exposes students to feminist, post-structuralist, Foucauldian, and other critical social theories, as well as non-US based examples.

**TCMP 571 Legal Urbanism (5)**

Explores the relationship between law and the city, examining how "law" situates cities and urban residents in the US and shapes behaviors and environments in cities. Considers how legal structures enable or inhibit urban social justice and how they might be used to advance socially just and sustainable urban conditions.

**TCMP 572 Planning for Equity (5)**

Provides an overview of the equity planning tradition in urban affairs and community planning. Introduces participatory process, democratic deliberation, and inclusive management. Emphasizes planning skills for recognizing, empowering, and resourcing groups and individuals with historical, economic, and operational disadvantages in processes of urban development and decision-making.

**TCMP 573 Power and Decentralization (5)**

Presents theoretical frameworks for analyzing political power in collaborative networks. Introduces analytic methods for understanding and anticipating how power operated in decentralized governance, including the ways in which community groups and urban stakeholders can identify key coalitions, political frames, and entry points in processes of urban development and resource allocation.

**TCMP 582 Movements and Organizing (5)**

Introduces students to the role of local organizations in advocating for urban policies and social change. Develops skills to distil and summarize theoretical readings and the competency to gather and analyze data in the context of a process evaluation. Prerequisite: TCMP 546 and TCMP 554.

**TCMP 590 Community Planning Studio I (5)**

Develop an annotated bibliography, work with an agency or NGO partner to identify a specific need, develop a formal statement of need and project plan including a plan for implementing the project,

**TCMP 591 Community Planning Studio II (5, max. 10)**

Work with faculty advisor and community-partner liaison to identify and complete a work product that is useful for the partner and that uses concepts and tools learned in the MA program. Engage in self-assessment of the project and the experience. Prerequisite: TCMP 590.

**TCMP 595 Special Topics in Community Planning (1-15, max. 15)**

Examines specific issues of interest to the field of community planning, responding to current conditions and initiatives in the local and regional setting. Covers topics and issues in urban spatial planning, civic engagement, economic development, neighborhood empowerment, inclusive management, and sustainable urban development.

**Geographic Information Systems****T GIS 311 Maps and GIS (6) NW, QSR**

Introduction to map interpretation and basic spatial analysis through the use of geographic information systems (GIS). Emphasizes developing, through hands-on experience, a fundamental understanding of GIS and the technical expertise necessary for applying GIS in a variety of scenarios such as environmental science, urban planning, nursing, social work, and business.

**T GIS 312 Intermediate GIS (6) NW**

Examines GIS techniques that range from spatial analysis using vector and raster data models, to the analysis of three dimensional surfaces in urban space. Prerequisite: T GIS 311.

**T GIS 313 Applied GIS and Project Design (3) NW**

Exposes real-world applications of geographic information systems. Discussion centers on the implantation of a GIS and strategies students might take as they begin planning for their own GIS project. Prerequisite: T GIS 311.

**T GIS 350 Remote Sensing (5)**

Introduce students to the principles, concepts, and tools for remote sensing of the Earth's surface. Students will learn how to process data collected from both passive and active sensors, using data collected from these sensors from a broad range of the electromagnetic spectrum to perform image analysis for mapping purposes.

**T GIS 414 Advanced Applications of GIS (5) NW**

Applies GIS techniques through case studies of social, economic, and environmental issues in the Puget Sound region. Introduces new techniques in basic programming for GIS, using ArcGIS ModelBuilder, and the advanced use of GPS devices. Prerequisite: T GIS 312; T GIS 313.

**T GIS 415 Critical Theory and GIS Practicum (5) NW**

Explores the foundational debates that have impacted the evolution of geospatial software, technique, and methodology. Concurrent with these readings and discussions, projects designed in T GIS 313 are fully implemented and results are prepared for digital and print presentation. Prerequisite: T GIS 312; T GIS 313.

**T GIS 450 Participatory Mapping (5)**

Introduces students to the goals, principles, methods, and tools associated with participatory mapping. Learn how to collect data directly from community members using a wide range of mapping techniques from digital to tangible mediums.

**T GIS 460 Cartography and Data Visualization (5) QSR**

Introduce students to the interpretation and representation of spatial information. Learn to analyze and create persuasive, beautiful maps and data visualizations. Prerequisite: T GIS 311

**T GIS 470 GIS Scripting and Automation (5) QSR**

Introduction to the automation of the acquisition, manipulation, and display of spatial data through scripting languages. Students will work with social media data, like Twitter and Instagram. Prerequisite: T GIS 311

**T GIS 501 GIS Customization and Automation (5)**

Provides a foundation in the tools and techniques that are required to customize and automate geographic information systems. Prepares students to interact with mobile and web-based geospatial data and applications in subsequent courses. Offered: A.

**T GIS 502 Introduction to Geospatial Technology (5)**

Provides an introduction and overview of the role that geospatial technologies play in contemporary urban and environmental planning scenarios. Focuses on the applications and techniques that are core elements of the graduate program in Geospatial Technologies. Offered: A.

**T GIS 503 Web-Based GIS (5)**

Provides a foundation in the tools and techniques that are required to engage in web-based GIS resources. Prepares students to develop customized web-based GIS tools and deploy interactive web-based cartographic assets. Offered: A.

**T GIS 504 Mobile Geospatial Application Development (5)**

Provides a foundation in the tools and techniques that are required to design, develop, and deploy mobile geospatial applications. Offered: A.

**T GIS 505 Cartography and Data Visualization (5)**

Studies the interpretation and representation of spatial information. Students discuss, develop, and apply rigorous cartographic principles to various data sets.

**T GIS 506 Environmental Planning Applications (5)**

Provides an overview of how geospatial technology is used by environmental planners and decision makers. Students apply what is learned in class to build an interactive digital environmental model and an environmental planning proposal. Sills applied to the practicum and capstones requirement.

**T GIS 507 Practicum I: Planning and Design (5)**

Provides the foundational knowledge and skills required to write research or project proposal.

**T GIS 508 Practicum II: Implementation (5)**

Provides the opportunity to complete the final MS in Geospatial Technologies capstone project and report.

**Geography****T GEOG 101 Introduction to Geography (5) I&S**

Broad introduction to the field of geography within the context of globalization. Topics include the relationship between humans and their environment, the role of culture in landscape change, economic development, geopolitics, and urban systems.

**T GEOG 210 Geographies of Global Change (3) I&S Coffey**

Introduces aspects of the economic, political, social, and environmental changes the world is experiencing and the new geographies being brought about by these changes. Includes such topics as population growth, environmental degradation and sustainability, food security, urbanization, poverty and inequality, development, the

**T GEOG 321 Urban Geography (5) I&S Coffey**

Examines the spatial organization of cities in relation to the economic, social, cultural, and political forces



that shape them. Includes such topics as the evolution of cities, perceptions of urban space, gentrification, race and housing, homelessness, social exclusion, urban redevelopment, suburbanization, and planning. Emphasizes U.S. cities.

**T GEOG 349 Geography and International Trade (5) I&S**

Introduces theories, policies, geographic patterns, and practices of international trade and foreign direct investment. Topics include: trade theory and policy; economic integration; currency markets and foreign exchange; trade operations and logistics; the international regulatory environment; and marketing, location and entry, and finance, accounting, and taxation. Equivalent to GEOG 349.

**T GEOG 352 Cultural Geography (5) I&S**

Cultural components and the analysis of the role of culture in the formation of landscape patterns and the development of a sense of place. Emphasizes issues and problems generated by globalization.

**T GEOG 403 Geography of the United States of America and Canada (5) NW**

Regional study of the United States and Canada based upon physical and cultural features. Examines continental and regional variations in terrain, climate, vegetation, economic, and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation.

**T GEOG 420 Gender, Space and Culture (5) I&S, DIV *Knoop***

Considers gender differences in experiences of space and place; the relationship between gender, geopolitics, and geographies of cities, regions, nation-states, and other social institutions; and gender differences in "making place" and interacting with environments. It considers multiple and competing theoretical perspectives, but especially feminist and queer ones.

**T GEOG 435 Contemporary Geopolitics (5) I&S**

Explores geopolitical concepts and relates them to contemporary global issues and debates. Examines both the influence of geography on politics and the geography of politics.

**T GEOG 440 Political Geography: Territory, State and Society (5) I&S *Dierwechter***

Introduction to political geography from the perspective of political economy and the politics of difference. Discusses both critical approaches to human geography and geographical interpretations of the state. Emphasizes spatial dimensions of capitalist development as mediated by urban, national and global politics. Offered: Sp.

## **Sustainable Urban Development**

**T SUD 222 Introduction to Sustainability (5) I&S**

Provides an introduction to the global goal of sustainability and surveys policies and techniques associated with current sustainability initiatives in diverse metropolitan environments. Includes a discussion of scientific debates; conflicts within and between societies at different levels of economic development; key policy arenas for action; and common methods used to further sustainability values.

**T SUD 240 The City and Nature (5) I&S *Pendras***

Examines connections between urban and environmental conditions by investigating the social and material production of urban nature. Challenges conceptual barriers between nature and the city that have evolved over time and considers new strategies for achieving both environmental sustainability and social justice in the city.

**T SUD 425 Social Justice and Urban Sustainability (3) I&S**

Examines sustainable urban development from a social justice perspective. Draws from key theories and practices to explore how and why to incorporate social justice into sustainable urban development politics and policies and the challenges facing such efforts. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T SUD 444 Green Internationalism and the City (5) I&S**

Explores the influence of global ecological politics on urban policy and development as well as the impacts that new forms of urbanization have on global ecological politics. Interrogates key interdisciplinary debates within global political economy, political ecology, and urban studies. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T SUD 445 Urban Ecology (5) I&S**

Multidisciplinary approach to the study of dynamic interactions among human and ecological systems in urban settings. Covers processes of urbanization and urbanization's impacts on the earth's ecology. Specific themes include how socioeconomic factors and human preferences drive urban patterns and how these patterns affect ecological processes and cause ecological change. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T SUD 475 Community and Economy (5) I&S *Pendras***

Explores the connections between economic practices and local community development under conditions of global, political, and economic interconnectedness. Critically examines the spatial character of capitalist economic behavior and considers a range of challenges confronting efforts to build sustainable and equitable local economies. Prerequisite: T URB 101; T URB 102; either T URB 200, or T URB 350; and T SUD 222.

**T SUD 494 Sustainable Urban Development Research (1-5, max. 15)**

Individual research projects in urban sustainability carried out under the supervision of an Urban Studies faculty. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T SUD 498 Sustainable Urban Development Internship (3-5, max. 15)**

Provides opportunities to gain experience and apply concepts taught through the Sustainable Urban Development curriculum. Involves learning skills and applying knowledge by working directly with public, non-profit, and private sector organizations concerned with urban sustainability issues. Credit/no-credit only.

## Urban Design

### **T UDE 101 Introduction to Computer Modeling (5) VLPA**

Introduces students to using urban design computer modeling software SketchUp and rendering software Lumion. Provides in depth and hands-on approach to achieve ability in producing computer aided model and renderings.

### **T UDE 210 Introduction to Urban Design History and Theory (5) VLPA**

Provides an historical overview of urban design practice and its political economy, allowing students to learn about the intellectual trajectory of the discipline, both within and outside the structures of power.

### **T UDE 260 Urban Design Studio I (5) VLPA/I&S**

Introduction to the design of public spaces in the urban environment. Examines the intersection of the disciplines of architecture, landscape architecture and planning in the design of public spaces and urban infrastructure. Provides an understanding of the various factors considered in the design process. Introduces students to various design techniques. Prerequisite: T UDE 101

### **T UDE 310 Social Production of Space (5) *Lisa Hoffman***

Introduces how space is not a container or thing, but is part of social processes and power relations. Examines how space is socially produced and how social relations are shaped by the built landscape. Topics include gender, class, race/ethnicity, disability. Emphasizes integration of theoretical positions and ideas into students' work. Offered: WSp.

### **T UDE 340 Urban Design Studio II (5) I&S/VLPA**

Introduces students to the importance of public spaces, their typology and design criteria. Learn how to incorporate various theories into their design practice and understand the nature of spatial (re)appropriation and resistance. Discuss community engagement and inclusive design process and practice. Prerequisite: T UDE 260 Offered: A.

### **T UDE 350 Urban Design Studio III (5) I&S/VLPA**

Focuses on age-specific urban design considerations, particularly for transportation (all modes) and design of public spaces. Prerequisite: T UDE 340 Offered: W.

### **T UDE 360 Urban Design Studio IV (5) I&S/VLPA**

Focuses on tactical urbanism, helping students acquire skills necessary for short-term/experimental urban interventions projects. Prerequisite: T UDE 350 Offered: Sp.

### **T UDE 440 Urban Design Studio V (5) I&S/VLPA**

Focuses on neighborhood-level design interventions, allowing students to practice the skills they have acquired in all previous studios. Prerequisite: T UDE 360 Offered: A.

### **T UDE 450 Urban Design Studio VI - Senior Project Part I (5)**

Engage in research and acquisition of stakeholder input, focusing on a particular community design challenge. The collected information, including the adopted methodology, will be translated into design options and assembled in the form of a professional report. Prerequisite: T UDE 440. Offered: W.

**T UDE 460 Urban Design Studio VII - Senior Project Part II (5)**

Using the work accomplished TUDE 450, students will complete and fully develop a full design proposal . The final product will be presented to stakeholders and combined with the report from the previous quarter. Prerequisite: T UDE 450. Offered: Sp.

**Urban Studies****T URB 101 Exploring Cities: An Introduction to Urban Studies (5) I&S**

Introduction to the multi-disciplinary field of Urban Studies. Exposes the complexity of everyday life in metropolitan areas. Explores how the various disciplines of sociology, anthropology, geography, economics, and political science have studied and made sense of cities. Special attention given to issues of class, race, and gender.

**T URB 102 Cities in World Development (5) I&S**

Focuses on "urban world history" and the urban impacts on economic and cultural history. Explores the contemporary world urban system as part and parcel of the global economy, the origins and long history of cities that "constructed" this world system, and the internal structure of cities.

**T URB 103 Urban Studies in Practice (1-2, max. 4)**

Introduces students to the field of urban studies as it is practiced at the University of Washington Tacoma campus. Through a variety of faculty research presentations, guest lectures, public forums, debates, workshops, and other events, students learn to navigate the vast intellectual terrain of urban studies. Credit/no-credit only.

**T URB 110 Introduction to Digital Urban Data Analysis (5) DIV *Matthew J Kelley***

Provides a methodological foundation to digital research and data analysis technologies to build a unique set of urban analytical tools.

**T URB 200 Introduction to Urban Research (5) I&S**

Introduction to research methods pertinent to the study of urban issues, society and culture. Emphasizes the logic of the scientific method, understanding the interrelated stages of the research process, understanding and critiquing quantitative and qualitative research literature, and learning strategies for gathering and analyzing data. Prerequisite: a minimum grade of 2.0 in T URB 101.

**T URB 201 Urban Change and Development (5) I&S *Pendras***

Examines relationships that shape the development of cities under conditions of globalization. Overview of key terms and concepts, examples of changing urban social and economic conditions, and analysis of connections among global processes, urban experiences, and the production of urban space in the United States.

**T URB 205 Images of the City (5) VLPA/I&S**

Examines how the city is portrayed through various media and how those portrayals affect society's perception of urban places. Discusses imagery from films, literature, television, newspapers, and magazines. Considers images linked to such elements as crime, ethnic enclaves, downtown areas, and suburbia.

**T URB 210 Urban Society and Culture (5) I&S, DIV**

An examination of the social structures of cities. Discusses issues related to class, race, ethnicity, and gender. Considers the impact of societal differences on urban form, residential patterns, and labor markets.

**T URB 211 Digital Cities (5) I&S**

Examines the impact that information technology has had on the spatial form and socio-economic processes of contemporary metropolitan areas. Covers the information economy; the digital divide; and placemaking applications of mobile technology.

**T URB 220 Introduction to Urban Planning (5) I&S**

Introduction to the planning process. Presents and discusses the major planning sub-fields. Topics include housing, transportation, recreation, environmental planning, and preservation planning. Examines techniques associated with growth controls and land use management. Introductory course for students with planning emphasis.

**T URB 225 Statistics for Urban Analysis (5) QSR**

Introduces basic methods of both descriptive and inferential statistical analysis, and applies them to topics common to the field of urban planning and community development. Develops a critical perspective on how such methods relate to public discourse and urban policy-making.

**T URB 235 Community Development (3-5) I&S *Ishem***

Examines theories, policies, and practice of community change and development in American cities. Explores ways to assess community conditions, the contributions of various community institutions, impacts of regional, national, and global political economies, community-oriented development strategies, and methods to evaluate community development initiatives

**T URB 250 Immigration, Race, and American Cities (5) I&S, DIV**

Discusses the history of immigration and peopling of the U.S., focusing primarily on issues related to race, class, ethnicity, and gender in American cities since the nineteenth century.

**T URB 290 Special Topics in Urban Studies (1-5, max. 15)**

Engages students on specialized subject matter in a seminar or studio-style learning environment and provides an opportunity to complement existing courses. Topics will vary and will be based on emergent and topical issues in Urban Studies.

**T URB 301 The Urban Condition (5) I&S**

An overview of the city as a place of residence, commerce, and industry. Consideration is given to urban form and function. Social, economic, and political factors affecting urban life and development are discussed. Issues related to social justice and equity are emphasized.

**T URB 305 Data and the City (3) QSR**

Studies the intersection of data and everyday urban life. Prepares students to understand what is and is not captured in data and how said data come to represent themselves and their communities.

**T URB 312 Race and Poverty in Urban America (5) I&S, DIV**

Examines current research, policy, and debate surrounding race and poverty in urban America. Includes affirmative action, the changing family, cultural identity, the inner-city crisis, interracial relationships, residential segregation, and the working and non-working poor.

**T URB 314 Gender and the Urban Landscape (5) I&S**

Examines linkages between cultural, physical, and symbolic urban landscapes and gender ideologies, structures, and practices. Major themes from gender and urban studies include domestic/public divisions, sexuality and city spaces, consumption, and urban design. Emphasizes integration of theoretical positions and ideas into students' work.

**T URB 316 Cities and Belonging (5) I&S, DIV**

Addresses inequality in urban spaces through the concept of belonging and ideas about cultural belonging and legitimacy. While the course is traditional in its concern with urban poverty, race, ethnicity, and immigration, it offers a vocabulary of citizenship and rights to investigate urban inequalities and how various populations experience them.

**T URB 322 Land-Use Planning (5) I&S**

Examines the land-use planning process at the local level with a focus on the contemporary United States. Review of theories of land use change, arguments for and against planning intervention, and the role of the land use planner in the local land development arena.

**T URB 324 Urban and Regional Economics (5) I&S *J. Harrington***

Uses economic frameworks to introduce the determinants of regional economic growth or decline, location of economic activities within urban areas, operation of urban labor markets, and implications of income inequality on urban form and urban growth. Students gain familiarity with major sources of subnational economic and demographic data.

**T URB 325 Urban Transportation: Problems and Prospects (5) I&S**

Provides an overview of urban transportation, its challenges and prospects. Examines historical and contemporary issues such as the relationship of mobility to the urban form, environmental concerns, climate change impacts, and the challenges of sustainable urban transportation.

**T URB 340 Urban Social Change (5)**

Examines issues that directly affect the strength and vulnerabilities of urban communities and organizations and institutions within those communities. Uses case studies to consider how creative participatory approaches can and do influence change.

**T URB 345 Urban Governance (5) I&S**

Examines the structure and workings of urban government and non-governmental agencies and organizations. Considers the responsibilities and challenges of governmental and non-governmental organizations along with their impact on the physical and social development of the city.

**T URB 360 The African American Urban Experience (5) I&S *Ishem***

Places African Americans at the center of the American urban condition from the colonial era to the 21st century. Interdisciplinary study of U.S. urban history, contemporary social, cultural and policy research,

and comparative perspectives on race and ethnicity, to illuminate the growth and evolution of African-American urban communities.

**T URB 379 Urban Field Experience (5-15, max. 15)**

Urban field course based in a metropolitan area. Examines urban problems, issues, and developments through site visits, presentations by local experts, and student research and reports. Includes visits to U.S. and foreign cities. Topics vary, depending on city visited.

**T URB 403 Professional Development for Urban Careers (2)**

Develop and explain the knowledge and skills gained in the Sustainable Urban Development and Urban Studies majors. Make informed decisions about careers and graduate programs. Develop self-assessments, professional portfolio, resume, and/or goals statement for graduate or professional school. Prerequisite: Senior standing as a Sustainable Urban Development or Urban Studies major at UW Tacoma.

**T URB 410 Environmental Equity (5) I&S**

Explores relationships between environmental issues and people of color and low-income communities from both local and global perspectives. Emphasizes issues of race/ethnicity, socioeconomic status, and policy and politics in environmental equity. Offered: jointly with T HLTH 410.

**T URB 425 Spatial Statistics (5) QSR**

Provides advanced training in spatial statistics, ranging from descriptive spatial statistics to methodologies focusing on spatial patterns and relationships. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T URB 430 Pacific Rim Cities (5) I&S**

Examines links between urbanization and globalization on the Pacific Rim and connections between events and social/economic processes in places that seem distinct (e.g., China, Canada, Mexico, Philippines). Case studies and discussion topics include questions of class formation, political change, migration patterns, and gender/family dynamics. Prerequisite: T URB 101; T URB 102; and T URB 220.

**T URB 432 Understanding Metropolitan Regions (5) I&S**

Explores patterns and policy problems associated with managing large U.S. metropolitan regions, especially shifting city-suburb relationships and major development challenges. Includes discussion of demographic change, socioeconomic trends, public policies, and political programs link cities and suburbs at multiple scales of governance. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T URB 460 Urban Issues in the Developing World (5) I&S**

Examines challenges associated with urban development and societal change in developing countries. Examines topics such as mega cities, squatter housing, and informal labor. Adopts a geographical perspective and focuses on local governance issues.

**T URB 470 Creating the Urban Narrative (5) I&S**

Dissects the axiom "history is written by the winner". Examines how cities' narratives are created, sustained, and reinvented. Focuses on the assumptions and accepted histories of institutions, issues,

conflicts, and cultures and their interconnectivity - through exposure to diverse tools used to create urban narratives. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T URB 479 Planning and Development in the Puget Sound Region (3-12, max. 12) I&S**

Examines the problems and prospects associated with rapid growth in the Seattle-Tacoma urban region. Includes site visits and discussions with public officials, planners and developers. Topics/sites vary and include such issues as growth management, sprawl, transportation, sustainable development, land use, and environmental protection.

**T URB 480 Housing in the United States (5) I&S**

Examines the principles, concepts, and tools central to housing in the United States. Acquire a broad knowledge base of state and federal housing markets, policies/programs. Identify appropriate policies to suit multiple urban contexts. Develop an understanding of at least one innovative approach to address the need for affordable housing. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T URB 485 South Africa in Transition: Community Development and Education As Transformation (5) I&S**

Hands-on look at NGOs and schools in an under-resourced and struggling township located in South Africa. Critical exposure to, and examination of, the role and challenges of organizations attempting to lead community development and education efforts within a globalized, new democracy which itself struggles with post-apartheid racism and inequities. Credit/no-credit only. Offered: jointly with T EDUC 485.

**T URB 489 Advanced Urban Field Experience (5-15, max. 15) I&S**

Examines urban development and issues through site visits, presentations by local experts, and student research and reports; carry out original research; and analyze primary data. Topics covered will vary depending on the city visited.

**T URB 490 Special Topics in Urban Studies (5, max. 15) I&S**

Examines specific issues of interest in a seminar-style learning environment. Topics include issues in urban geography, cultural anthropology, urban sociology, community development, urban political economy, planning theory, environmental equity, and critical policy studies that are significant to the growth and development of cities. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T URB 494 Urban Research (1-15, max. 15)**

Individual research project carried out under the supervision/direction of an Urban Studies faculty member. Prerequisite: T URB 101; T URB 102; either T URB 200 or T URB 350; and T SUD 222.

**T URB 496 Community Service Project (3-15, max. 15)**

In conjunction with faculty adviser, students develop and implement a community service-learning project. Involves activities such as assistance to disadvantaged populations, community outreach programs, policy analysis, or related work intended to improve the quality of life in the community. Includes academic study designed to integrate practical applications with learning and theory. Credit/no-credit only.



**T URB 498 Urban Studies Internship (3-15, max. 15)**

Provides opportunities to gain experience and apply concepts taught in the Urban Studies classroom. Involves learning skills and applying knowledge by working directly with public, non-profit, and private sector organizations concerned with urban issues. Credit/no-credit only.

# Professional Development Center

The Professional Development Center (PDC) is the University of Washington Tacoma's continuing education department, serving the needs of working professionals with skills-oriented, career-enhancing certificate programs. The PDC programs meet at UW Tacoma and other locations ranging from Olympia to Everett. The Professional Development Center strives to foster a diverse, prosperous and connected community through access to professionally relevant courses and certificate programs for individuals, business, and public organizations. The PDC supports the University of Washington Tacoma's mission to catalyze the social and economic vitality of the South Puget Sound region.

## Mission

The mission of the Professional Development Center is to expand access to the resources of UW Tacoma by offering advanced, non-degree education to individuals and organizations in the South Puget Sound region. For more information, please contact the PDC at 253-692-4618 or visit [our website](#).